

GOVERNMENT OF ALBERTA

Annual Report

Education

2020-2021

Ministry of Education, Government of Alberta | Education 2020–21 Annual Report

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Note to Readers: Copies of the annual report are available on the Alberta Open Government Portal website www.alberta.ca

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Preface

The Public Accounts of Alberta are prepared in accordance with the *Financial Administration Act* and the *Fiscal Planning and Transparency Act*. The Public Accounts consist of the annual report of the Government of Alberta and the annual reports of each of the 20 ministries.

The annual report of the Government of Alberta contains ministers' accountability statements, the consolidated financial statements of the province and a comparison of actual performance results to desired results set out in the government's strategic plan, previously published in one volume entitled *Measuring Up* report.

This annual report of the Ministry of Education contains the minister's accountability statement, the financial information of the ministry and a comparison of actual performance results to desired results set out in the ministry business plan. This ministry annual report also includes:

- the financial statements of entities making up the ministry including the Alberta School Foundation Fund for which the minister is responsible;
- other financial information as required by the *Financial Administration Act* and *Fiscal Planning and Transparency Act*, as separate reports, to the extent that the ministry has anything to report; and
- financial information relating to accountable organizations and trust funds, which includes the Alberta Teachers' Retirement Fund and school jurisdictions in the public education system (public, separate and Francophone regional authorities and charter schools).

Each Ministry Annual Report should be considered along with the Government of Alberta Annual Report to provide a complete overview of government's commitment to openness, accountability and fiscal transparency.

Minister's Accountability Statement

The ministry's annual report for the year ended March 31, 2021, was prepared under my direction in accordance with the *Fiscal Planning and Transparency Act* and the government's accounting policies. All of the government's policy decisions as at May 31, 2021 with material economic or fiscal implications of which I am aware have been considered in the preparation of this report.

[Original signed by]

Honourable Adriana LaGrange
Minister of Education

Message from the Minister



It has been an honour to serve as Minister of Education this past year. I am proud of the work we have done, while responding to the COVID-19 pandemic. The Ministry of Education is committed to providing all Alberta students with a world-class, high-quality education no matter what challenges may arise.

The safety and well-being of students and school staff continued to be a priority. In order to ensure that every child and student, regardless of their geographical location or socio-economic status, could continue to learn in a safe environment, the ministry developed the 2020-2021 School Re-Entry Plan. This comprehensive re-entry plan provided school authorities with guidance on masks, hygiene and health requirements.

The plan also provided mental health and psychological resources to support student and staff well-being.

While students, who learn in school, learn best in the classroom with their teachers and peers, options were provided to meet the unique needs of Alberta's families during the pandemic by offering the choice of online learning along with the flexibility to shift between in-person and online learning throughout the school year.

Despite the fiscal challenges the province is facing, Alberta's government has upheld the commitment to maintain education funding. Budget 2020 allocated \$8.3 billion for kindergarten to Grade 12 education services. The Budget 2020 investment of \$1.5 billion over three years to plan and build new schools and complete modernization projects was increased to \$1.6 billion in Budget 2021. I remain committed to reducing red tape. Taxpayer dollars must be used effectively to support student success. Under my direction, Alberta Education has decreased ministry red tape by more than 15 per cent over the past two years.

Enhancing education choice is a key commitment for Alberta's government. The *Choice in Education Act*, which came into effect on September 1, 2020, affirms that parents have the right to choose the education they feel is best for their children. The Act ensures that Alberta remains a leader in providing high-quality education through our choice-based education system.

A new funding model was implemented for the 2020-21 school year to help school authorities meet the unique needs of the students in the communities they serve. School authorities now have predictable funding and more flexibility to determine how to invest taxpayer dollars to attend to local needs. This funding model also reduces red tape for school authorities by simplifying grant processes.

Following the finalization of a ministerial order on student learning, Alberta Education drafted a new kindergarten to Grade 6 curriculum. The draft curriculum focuses on teaching essential knowledge and skills to better prepare students for their future. Alberta Education engaged in a transparent and collaborative curriculum development process that included input from teachers, faculties of education staff, subject matter experts, and Indigenous Elders. I look forward to the year-long consultation and review process to gather feedback and refine the curriculum as we move towards implementation.

To further Reconciliation, it is important to collaborate with Alberta's Indigenous communities and understand First Nations, Métis and Inuit perspectives and experiences. In 2020-21, Alberta Education supported First Nations education authorities to work with the provincial education system and ensured First Nations, Métis, and Inuit authorized curriculum resources are culturally relevant. The department also initiated the renewal of the First Nations, Métis and Inuit Education Policy Framework to enhance educational outcomes for Indigenous students.

As Alberta continues to navigate through the COVID-19 pandemic, the importance of daily interactions with friends and teachers for the learning and well-being of students is clearer than ever before. The past year has been extremely challenging for students, families, educators, and school staff, and I am truly grateful for the resilience shown by everyone in our education system, and truly thank them for their hard work and dedication.

[Original signed by]

Honourable Adriana LaGrange
Minister of Education

Management's Responsibility for Reporting

The Ministry of Education includes:

- the Alberta School Foundation Fund
- the Department of Education
- the Alberta school jurisdictions

The executives of the individual entities within the ministry have the primary responsibility and accountability for the respective entities. Collectively, the executives ensure the ministry complies with all relevant legislation, regulations and policies.

Ministry business plans, annual reports, performance results and the supporting management information are integral to the government's fiscal and strategic plan, annual report, quarterly reports and other financial and performance reporting.

Responsibility for the integrity and objectivity of the accompanying ministry financial information and performance results for the ministry rests with the Minister of Education. Under the direction of the Minister, I oversee the preparation of the ministry's annual report, which includes the financial information, performance results on all objectives and initiatives identified in the Ministry Business Plan, and performance results for all ministry-supported commitments that were included in the 2020-23 Government of Alberta Strategic Plan. The financial information and performance results, out of necessity, include amounts that are based on estimates and judgments. The financial information is prepared using the government's stated accounting policies, which are based on Canadian public sector accounting standards. The performance measures are prepared in accordance with the following criteria:

Reliability – Information used in applying performance measure methodologies agrees with the underlying source data for the current and prior years' results.

Understandability – the performance measure methodologies and results are presented clearly.

Comparability – the methodologies for performance measure preparation are applied consistently for the current and prior years' results.

Completeness – outcomes, performance measures and related targets match those included in the ministry's *Budget 2020*.

As deputy minister, in addition to program responsibilities, I am responsible for the ministry's financial administration and reporting functions. The ministry maintains systems of financial management and internal control which give consideration to costs, benefits, and risks that are designed to:

- provide reasonable assurance that transactions are properly authorized, executed in accordance with prescribed legislation and regulations, and properly recorded so as to maintain accountability of public money;
- provide information to manage and report on performance;
- safeguard the assets and properties of the province under ministry administration;
- provide Executive Council, the President of Treasury Board, Minister of Finance, and the Minister of Education the information needed to fulfill their responsibilities; and

- facilitate preparation of ministry business plans and annual reports required under the *Fiscal Planning and Transparency Act*.

In fulfilling my responsibilities for the ministry, I have relied, as necessary, on the executives of the individual entities within the ministry.

[Original signed by]

Andre Tremblay

Deputy Minister of Education

May 31, 2021

Results Analysis

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Ministry Overview

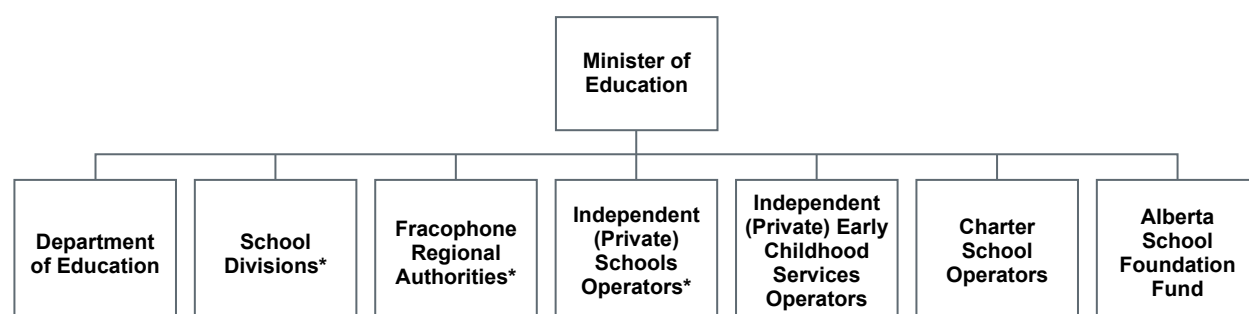
The Ministry of Education provides leadership, direction, and oversight in the delivery of a student-centred education system that promotes the success of children and students and provides assurance to the public.

The ministry is focused on the following:

- **Student Achievement** – Ensuring that curriculum enables all students to achieve student learning outcomes, become lifelong learners inspired to pursue their interests, and contribute to their communities and the economy.
- **Indigenous Education** – Collaborating with First Nations, Métis, and Inuit students, parents, Elders, governments, organizations, communities and partners to be an international leader in Indigenous education to support students in prospering through their learning journeys.
- **High Education Profession Standards** – Maintaining high standards for teachers, school leaders, and school authority leaders to ensure preparation and professional growth focus on the competencies needed to help students achieve their best performance, and that learning and teaching are achieved through collaborative leadership.
- **Well Governed Education System** – Directing the education system and overseeing the administration of safe and effective education programs and services.

Organizational Structure

Alberta Education consists of the Department of Education, Alberta School Foundation Fund, and operationally independent school authorities. The ministry leads an Early Childhood Services (ECS) to Grade 12 education system that provides the foundation of competencies needed to prepare Alberta's children and youth for lifelong success.



*Includes supervision of home education programs

Department of Education

The department provides leadership, direction, and oversight in the delivery of the education system, and provides direction to school authorities to inform their planning and reporting.

- Leadership and direction are provided by designing and supporting the implementation of provincial curriculum for all subjects and grades, helping school authorities implement ministry programs and policies, and enabling excellence among the education system's teachers and leaders.
- Oversight is provided by developing legislation and policy, strengthening system assurance, and ensuring accountability for financial and performance outcomes. In approaching these responsibilities, the ministry seeks to remove systemic barriers to improve the educational outcomes of First Nations, Métis, and Inuit students.

Alberta School Foundation Fund

The Alberta School Foundation Fund receives tax revenues from municipalities based on the equalized assessment of real property in Alberta and education mill rates established by the lieutenant governor in council. In 2020-21, \$2.5 billion in education property taxes were provided to the education system. These monies for which the ministry is responsible, combined with those from provincial general revenues, total \$7.8 billion which was provided to the education system in 2020-21 to support students, parents, teachers and administrators from ECS to Grade 12.

School Authorities

School authorities include public and separate school boards, Francophone regional authorities, charter school operators, and independent (private) school operators, and home education programs. These school authorities provide programs for children and students in the province's ECS to Grade 12 education system in accordance with the *Education Act*.

Operational Overview

Alberta Education supports students, parents, teachers and administrators from Early Childhood Services (ECS) through Grade 12. The ministry is responsible for developing curriculum and setting standards, evaluating curriculum and assessing outcomes, teacher development and certification, supporting students with diverse learning needs, funding and supporting school boards, First Nations, Métis and Inuit and Francophone education, and overseeing basic education policy and regulations.

To achieve its mandate, Alberta Education is focused on accomplishing four outcomes:

- **Outcome One:** Alberta's students are successful
- **Outcome Two:** First Nations, Métis, and Inuit students in Alberta are successful
- **Outcome Three:** Alberta has excellent teachers, school leaders and school authority leaders
- **Outcome Four:** Alberta's K-12 education system is well governed and managed

Key Highlights of the Past Year

In the 2020-21 school year, Alberta Education provided funding for the 730,000 students who were projected to be registered. Only 705,000 children and students were actually registered in ECS to Grade 12 education across Alberta. Despite this lower than expected enrolment, attributed primarily to the pandemic, funding was maintained.

The department supported schools and school authorities as they adhered to COVID-19 related public health measures while providing in-person and online learning to students. This includes access to over \$1 billion of supports available to school authorities to address COVID-19 issues and protocols.

The *Choice in Education Act* was introduced to affirm that parents have the right to choose the type of education that best suits their children. This includes public and separate schools, Francophone schools, charter schools, independent schools, early childhood education and home education.

The College of Alberta School Superintendents Act was introduced to make the College a legislated organization responsible for upholding the superintendent profession. This includes superintendents and chief deputy superintendents employed in public, separate, Francophone regional school authorities, and charter schools.

Draft K-6 curriculum was released in March 2021, and it will be available for public review until spring 2022. The draft curriculum focuses on the learning themes of literacy, numeracy, citizenship and practical skills to give students a strong foundation of essential knowledge at an early age.

An updated funding model for kindergarten to Grade 12 (K-12) was implemented for the 2020-21 school year. The new funding model provides more predictable funding to school authorities and more flexibility in how school authorities direct funds based on their school and community needs. Refinements continue to be made.

Alberta Education invested \$5.5 million to build 27 playgrounds at schools across the province. Grant funding of up to \$250,000 per school can be provided to support the construction of a playground for eligible projects.

Reducing red tape for the education system and Albertans remains a key focus of the department. In 2020-21, Alberta Education reduced red tape by more than 15 per cent, which exceeded reduction targets.

The acceleration of \$250 million in Capital Maintenance and Renewal funding supported hundreds of school maintenance projects, mitigated the effects of the economic downturn, and created jobs amidst the pandemic.

Discussion and Analysis of Results

Addressing COVID-19 Impacts on Student Learning and Well-being

As the COVID-19 pandemic continued to impact Albertans, Alberta Education responded by supporting the education system to adapt to public health measures and safeguard K–12 students throughout the province. Access to over \$1 billion was provided to school authorities.

To support the success of Alberta's students during the 2019-20 school year, the ministry:

- Supported schools to use multiple approaches to deliver educational content to students when in-person classes were cancelled near the end of the 2019-20 school year.
- Collaborated with school authorities to ensure that students had the technology needed to participate in online learning.
- Created a provincial education helpline to support families, particularly parents of children with disabilities, with questions about at-home learning or their child's programming needs.
- Provided parents and students with access to more than 4,000 curriculum resources on the LearnAlberta.ca website to support at-home learning.
- Created unallocated credit "courses" to ensure students were able to graduate as planned despite cancellation of classes.
- Mental wellness day for schools included online sessions for K–12 students, teachers, school staff and parents to help wrap up a challenging school year.

To support the success of Alberta's students during the 2020-21 school year, the ministry:

- Made diploma exams and Provincial Achievement Tests (PATs) optional.
- Provided \$263 million to school authorities to support a safe return to classes. This funding supported at-home and online learning, adaptation of learning spaces, and facility alterations. This funding supported the ongoing shifts in learning environments and requirements to ensure students and staff remained safe.
- Developed a comprehensive re-entry plan for the 2020-21 school year to support schools and parents prepare for in-school learning while placing the safety of students and school staff first.
 - The re-entry plan included guidance on a wide range of operational issues including hygiene and health requirements, student learning and well-being, transportation and diploma exams.
- Distributed personal protective equipment across the education system, with every student, teacher and staff member supported to adhere to public health measures.
- Accelerated Capital Maintenance and Renewal (CMR) funding to maintain healthy and safe learning environments.
- Collaborated with Alberta Health to develop a COVID-19 rapid screening tests program for schools to help quickly identify people without symptoms who may have COVID-19, enabling students and staff to isolate sooner and help reduce the virus spread.
- Collaborated with Alberta Health Services (AHS) to support a dedicated team of contact tracers focused on cases in schools to help limit COVID-19 transmission.

- To address learning loss, Alberta Education initiated a new literacy program for kindergarten to Grade 3 students that focuses on reading deficits among early learners. Volunteer school authorities will administer screening tests to help identify if students have reading difficulties. Assessment results will assist school authorities in allocating necessary resources to address concerns.
- Alberta Education is also making up to \$45 million in funding available to school authorities to provide early interventions through targeted literacy and numeracy programming at the start of the 2021-22 school year. School authorities will be able to design programming through small group sessions for up to 16 weeks for students in Grades 1–3 who are assessed as needing additional literacy and numeracy support.

Alberta Education also implemented additional activities to enhance supports provided to Indigenous education partners. In 2020-21, the ministry:

- Ensured that Indigenous education partners received regular and consistent information regarding provincial education during the COVID-19 pandemic.
- Strengthened engagement to better understand how communities were coping with the pandemic, determine if additional supports were required and discuss any potential impacts to existing agreements and conditional grants.
- Hosted regular teleconferences with First Nations education authorities and other Indigenous education partners to identify any concerns regarding education supports, programming and funding.

The COVID-19 pandemic has accelerated a shift to digital learning and assessment across the K–12 education system. Alberta Education is now developing an education technology strategy to support online learning for students, improve learners' digital intelligence and keep students safe online.

Outcome One

Alberta's students are successful

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through the administration of provincial assessments. Alberta Education supports student success in learning by providing students with the foundational skills needed to become lifelong learners who are inspired to pursue their interests and aspirations, achieving fulfilment and success, while contributing to their communities and the world.

Student success was achieved by:

- ensuring curriculum provides students with essential knowledge, skills and foundational competencies;
- reviewing provincial assessments for opportunities to clearly identify student strengths and areas in need of additional support;
- increasing opportunities for young Albertans' to participate in hands-on learning experiences in apprenticeship, skilled trades and vocational education; and
- funding the education system to provide learning opportunities that enable student success.

Key Objectives

1.1 Ensure Alberta's curriculum provides students with the essential knowledge and skills and foundational competencies they need to be successful.

Renewed Curriculum

Provincial curriculum forms the basis of learning experiences that students encounter from kindergarten to Grade 12. Provincial K–12 curriculum outlines what students are expected to know, understand and do in each subject and grade. In 2020-21, work to renew K–12 curriculum cost \$7.8 million.

In August 2020, cabinet approved the Ministerial Order on Student Learning. A draft of the ministerial order was developed by an independent curriculum advisory panel. The panel was comprised of representatives from the K–12 and post-secondary education systems, career and training organizations, as well as education advocates. The ministerial order was finalized following more than 20 digital education partner engagements and a public engagement process conducted in February 2020 to gather feedback on the draft.

The ministerial order set a new vision for student learning, including foundational knowledge, skills, and competencies students should attain through the K–12 education system.

In December 2020, the Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum was published. The guiding framework was developed in alignment with the ministerial order to set clear direction for developmentally appropriate curriculum of high academic standards for personal excellence. The guiding framework provides transparent guidelines to help parents, educators, and curriculum developers understand curriculum development in Alberta.

New Vision for Student Learning

- Students will gain the knowledge and skills to form the foundations for successful and fulfilling lives, and make meaningful contributions to their communities and the world.

Advice and recommendations on draft curriculum were gathered from subject matter expert advisers, Indigenous Elders and knowledge keepers, and more than 100 teachers on a curriculum working group. In addition, 30 education deans and their faculty from Alberta's post-secondary institutions were invited to provide feedback.

In March 2021, the draft K-6 curriculum was released for public review. The draft curriculum is focused on the key themes of literacy, numeracy, citizenship and practical skills, to provide students with a strong base of essential knowledge for future learning.

- Literacy is foundational for learning in all school subjects. Students will learn how to think critically, solve problems and communicate in varied contexts.
- Numeracy is a foundational element to learning. Students will be taught basic math knowledge and skills and will revisit essential math themes every year.
- Citizenship is fostered by understanding history, geography, economics, civics, literature, sport, arts and other studies. Students will learn the rights and duties of citizenship, respect for different viewpoints, and the importance of free speech for advocacy and debate to be informed, thoughtful, and responsible citizens.
- Practical skills, including making responsible financial choices, utilizing economics, computer science, communication, and being aware of personal safety, including consent in relationships, will equip students for success in their personal lives and careers.

Have your say

- Alberta Education is gathering public input on the draft K-6 curriculum until Spring 2022. Feedback will help refine the draft K-6 curriculum before it is implemented in classrooms across the province in September 2022.
- Visit www.alberta.ca/curriculum-have-your-say.aspx to learn more and take an online survey.

Work to renew Grade 7–12 curriculum is continuing in alignment with the ministerial order and guiding framework.

Supporting Student Success

Alberta Education continues to promote welcoming, caring, respectful and safe learning environments that respect diversity and foster a sense of belonging by strengthening school and community capacity to support students' social and emotional, mental and physical well-being and resiliency. This enables improved student engagement and school success for all students including the most vulnerable. In 2020-21, Alberta Education:

- Continued to work with education partners to strengthen programs, policies and initiatives to support student success.
- Continued to co-lead the Alberta Mentoring Partnership (AMP) program with Children's Services and Boys and Girls Clubs Big Brother Big Sisters of Edmonton and area. The program strengthens school-based mentoring initiatives that enhance students' social and emotional well-being and academic achievement.
- Continued to support the Respect in School training program for school authorities. The program educates participants about abuse, bullying, harassment and bullying prevention in schools, as well as on their legal duty to care. Training has been completed by 5,655 staff in 93 school authorities. Alberta Education allocated \$600,000 in 2020-21 with an overall commitment of \$2.1 million over four years for this initiative.

- Provided \$3 million in new funding to non-profit organizations to help deliver the School Nutrition Program to continue to provide food assistance to students while in-school classes were cancelled. The new funding was in addition to the \$16 million allocated to the School Nutrition Program for the 2020-21 school year.
- Partnered with Enriched Academy to offer the academy's financial literacy pilot project to Alberta students in Grades 10, 11 and 12. This pilot project educates participants about saving, budgeting and investing.
- Continued to encourage the development and implementation of sustainable and evidence-informed comprehensive school health initiatives by providing leadership that promotes healthy school communities with an emphasis on social emotional learning and mental wellbeing.
- Supported the Pan-Canadian Joint Consortium for School Health, and collaborated with provincial and regional school health partners to create school health resources, wellness strategies and policies. The partners also established a collaborative committee to guide school wellness initiatives, completed school health assessments and action planning, and developed evidence-based strategies for improving student health.
- Continued to build the capacity of school authorities to support the needs of students with low incidence disabilities (e.g., deaf or hard of hearing, blind or visually impaired, deaf-blind or with complex communication needs). The ministry invested \$1 million on this initiative, which included providing formal mentorship to low incidence specialist teams from 24 school authorities and partnering organizations, delivering 34 professional learning events, and hosting seven travelling low vision clinics across the province. Over 54 thousand braille pages were transcribed and 640 pieces of assistive technology were loaned out through the initiative.
- Implemented a new program with a three-year grant of \$2.7 million per year to enhance the capacity of independent schools and ECS operators to provide specialized learning supports to address student needs as they do not receive this funding, which public schools receive.
- Completed 574 consultations with school authorities to support student attendance and re-engagement in learning.

The COVID-19 pandemic has disrupted teaching and learning in schools. Schools not only provide a place for students to learn, but often also provide the routine, structure and emotional support for students to be successful. To ensure students, who chose to, were able to return to in-person learning for the 2020-21 school year, Alberta Education engaged with education partners to develop the 2020-2021 School Re-Entry Plan. The re-entry plan:

- Balances the need for provincial direction and standardized approaches while also providing flexibility and respecting school authority autonomy at the local level.
- Enables all students to continue learning, accounting for children and students in public, separate, Francophone, charter and independent schools, including independent ECS programs, and Indigenous students attending provincial schools.

Students are important partners in Alberta's education system. The education system benefits when students' diverse perspectives are shared. The Minister's Youth Council (MYC) provides opportunities for junior and senior high school students to help shape the education system. MYC members develop a greater understanding of governance within Alberta's education system, gain skills to become effective participating citizens, and have a role in driving change. In 2020-21, 41 students were selected to serve a ten-month term on the MYC. The students represented all regions of Alberta and had diverse perspectives, identities, backgrounds, and interests. The students also had a range of educational experiences: urban, rural, public, separate, independent, charter, band operated, Francophone, online schooling and home education. Council members provided their perspectives to the minister and department staff on policies, programs and initiatives that included dual credit, anti-racism, mental health, education technology, return to school, and curriculum. Recruitment for the 2021-22 MYC is underway with membership to be announced ahead of the 2021-22 school year.

1.2 Reform provincial assessment to allow students, parents and teachers to clearly identify areas of strength and areas in need of additional support.

Mathematics Learning and Achievement

Mathematics is a fundamental subject as arithmetic and logical reasoning are the basis of science and technology. Strong mathematical skills and knowledge help students to learn and develop critical thinking skills to analyze information and solve real-life problems. Alberta Education continues to implement systemic actions to enhance student learning and achievement in mathematics. In 2020-21, Alberta Education:

- Received Alberta specific results from the 2019 Trends in International Mathematics and Science Study (TIMSS), which indicated that Alberta's Grade 4 students performed below the international average in math and above the international average in science.
- Released the draft K–6 mathematics curriculum, to include more focus on spatial reasoning and fractions at earlier grades, standard algorithms to add, subtract, multiply, and divide, and incorporate financial literacy.
- Continued to support the Math Bursary Program, which encourages K–12 teachers to strengthen their knowledge, skill and confidence in teaching mathematics through completing a qualifying math course. In 2020-21, \$122,000 in funding was provided to issue math bursaries to 25 current teachers and 97 education students.

These initiatives cost \$540,000 in 2020-21.

Student Evaluation and Assessments

Student evaluation and assessment is an integral part of the teaching and learning process. Assessment information is used to improve student learning, enhance instruction to students and ensure that student learning needs are met. Provincial assessments include diploma exams, Provincial Achievement Tests (PATs) and Student Learning Assessments (SLAs).

To help address the impact of the COVID-19 pandemic on student achievement during the 2020-21 school year, diploma exams were optional and administered only to students who chose to take them, PATs for grades six and nine and SLAs were optional and administered at the discretion of school authorities.

Alberta Education continues to improve student assessment to allow students, parents and teachers to clearly identify student strengths and areas where further support may be needed. In 2020-21, Alberta Education:

- Continued to evaluate the use of elementary standardized assessments in school divisions to support language and mathematics for students in Grades 1 and 2.
- Initiated internal reviews of the draft K–6 curriculum for development of sample questions and concepts that could inform a new Grade 3 provincial assessment.
- Continued review and examination of policy to provide clear and understandable students' report cards in alignment with the draft K–6 and future Grade 7–12 curriculum.
- Collaborated with Service Alberta to deploy an updated version of the QuestA+ online assessment platform. The updated version features an improved user interface and increased system capacity for concurrent users.
- Encouraged participation in the Progress in International Reading Literacy Study (PIRLS), which is an international assessment of Grade 4 student achievement in reading literacy conducted every five years. Alberta has participated since 2006 and will participate in 2021 through 191 randomly selected schools across the province. In 2020-21, this initiative cost \$115,000.

With the cancellation of in-person learning in the 2019-20 school year and periods of online learning during the 2020-21 school year, most students have experienced COVID-19 pandemic related disruptions to their learning. The impact of these disruptions depended on several factors: access to remote learning, quality of remote instruction, level of support at home, and the degree of student engagement. Vulnerable and marginalized children and students are more likely to have been negatively impacted by these disruptions. Alberta Education is committed to working with education partners to assess the impacts of COVID-19 on student learning and develop strategies and solutions to address potential learning gaps, and help manage the long-term impacts of the COVID-19 pandemic on students' learning, mental health and physical well-being.

To address learning loss, Alberta Education initiated a new literacy program for kindergarten to Grade 3 students that focuses on reading deficits among early learners. Volunteer school authorities will administer screening tests to help identify if students have reading difficulties. Assessment results will assist school authorities in allocating necessary resources to address concerns. Alberta Education is also making up to \$45 million in funding available to school authorities to provide early interventions through targeted literacy and numeracy programming at the start of the 2021-22 school year. School authorities will be able to design programming through small group sessions for up to 16 weeks for students in Grades 1 to 3 who are assessed as needing additional literacy and numeracy support.

1.3 Increase opportunities for young Albertans to participate in hands-on learning experiences in apprenticeship, skilled trades and vocational education.

Skilled trades, apprenticeship and vocational education are an important and valued part of society in Alberta. Providing students with career education programming offers students hands-on learning opportunities to develop skills that can be applied in their daily lives and improve their employability following high school.

Career development is complex and unique for each individual and supports students to develop their personal interests and competencies. Career development programming includes Career and Technology Foundations, Career and Technology Studies, Dual Credit and Off-campus Education, which includes the Green Certificate and Registered Apprenticeship Program (RAP).

Alberta Education continues to collaborate with ministry partners, such as Advanced Education, to facilitate student learning opportunities related to apprenticeship, skilled trades, and vocational education. For the 2020-21 school year, Alberta Education:

- Supported school authorities with the Career and Technology Foundations (CTF) program for Grades 5–9 students. CTF is designed to enable students to explore their interests while learning about various occupations through hands on learning experiences.
- Supported school authorities with the Career and Technology Studies (CTS) program for Grades 10–12 students. The CTS curriculum offers flexible programming that enables schools to design unique programs that meet student needs and draw on community resources. Approximately 94,500 students participated in CTS during the 2020-21 school year. Alberta Education provided \$1.3 million to school boards for CTS in 2020-21.
- Continued to support dual credit opportunities that enable students to earn credits for high school and post-secondary studies concurrently. Under the Alberta Dual Credit Framework, Alberta Education committed \$4 million between 2017 and 2021 to expand dual credit programming. In 2020-21, approximately 650 students participated in dual credit opportunities.
- Provided students with off-campus education opportunities to investigate a variety of career opportunities and gain practical experience. Off-campus opportunities include Career Internship 10, Green Certificate Program, Registered Apprenticeship Program, and Work Experience. In 2020-21, approximately 3,700 students participated in off-campus programs.
- Worked with the Ministry of Agriculture and Forestry to ensure students were able to earn Green Certificates as planned while adhering to COVID-19 pandemic related public health measures. Virtual testing replaced in-person testing and the safety of off-campus learning experiences was ensured by collaborating with the Workers' Compensation Board. Alberta Education contributed \$400,000 to support student's earning credentials towards careers in agribusiness. In 2020-21, approximately 325 students participated in the Green Certificate Program.
- Partnered with Shad Canada to create more opportunities for Grade 10 and 11 students to gain hands-on summer experiences solving problems with science, technology, engineering, arts, and math (STEAM). Through a four-year funding partnership, recruiting was expanded to more high schools and bursaries were provided to more female, Indigenous, and low-income students, as well as those who live in remote or rural areas. This initiative cost \$125,000 in 2020-21.
- Supported MindFuel to engage Alberta K–12 students and teachers in STEM (science, technology, engineering, and mathematics) with online educational resources for digital and blended learning that supports the delivery of Alberta curriculum. Through a one-year conditional grant to MindFuel, Albertans were offered unrestricted access to Wonderville.org and Codingville.ca, while existing Ignition Pack users were also able to continue to access those resources. This initiative cost \$150,000 in 2020-21.
- Collaborated with Advanced Education to support post-secondary institutes explore opportunities to operate STEM charter collegiate high schools to enhance educational choices available to Albertans.
- Partnered with the Educational Partnership Foundation (TEPF) for three school years (2018-2021) to provide students and Indigenous people with exposure to, and experience in, a variety of trades/industries. The program is for High School students and Indigenous people to obtain hands-on skilled trades training in areas such as pipefitting, ironworking and carpentry. This initiative cost \$250,000 in 2020-21.

1.4 Fund the education system to provide learning opportunities that enable student success.

Funding allocation

In Budget 2020, government upheld its commitment to maintain or increase funding to core social services and allocated \$8.3 billion for education, including an additional \$120 million to support school jurisdictions transition to the new funding model. Alberta Education allocates public funds for the delivery of a student-centred education system that promotes student success. In 2020-21, Alberta Education:

- Provided \$7.8 billion to the education system to support students, parents, teachers and administrators from ECS to Grade 12.
 - Ensures Alberta families can select the education delivery method they feel will best help children reach their potential. This includes public and separate schools, Francophone schools, charter schools, independent schools, independent ECS programs, home education programs and alternative programs.
 - Payments to school authorities were processed in accordance with timelines and guidelines outlined in the updated Funding Manual for School Authorities.

Alberta Education supports Canada's national official languages in the ECS to Grade 12 system by negotiating agreements with the federal government and administering resulting funds to support official languages education.

- Alberta and the federal department of Canadian Heritage (PCH) have ratified the Canada-Alberta Agreement on Minority-Language Education and Second-Language Instruction 2020-21 to 2022-23, which secures a total of \$49 million in federal funding over the term of the agreement to further support Francophone minority-language education and French second-language instruction in the province.
- Alberta is also eligible to apply for additional federal funding for complementary, teacher recruitment and retention and capital projects in response to annual calls for proposals issued by the federal government. This additional federal funding is subject to PCH approval of Alberta applications that must meet federal criteria.
- In 2020-21, Alberta Education allocated \$6.6 million in funding to support K-12 Francophone minority-language education and \$6.8 million for K-12 French as a second-language instruction.

Alberta Education supports early childhood education by providing educational programming for children as young as 2 years 8 months of age until they enter Grade 1. In 2020-21, the ministry provided \$135 million to support early childhood services programs.

The Budget 2020 allocation of \$1.3 billion in learning support funding was increased by \$40 million in Budget 2021 to improve and expand learning assistance to more young children with disabilities and language delays. This additional support for program unit funding and specialized learning support funding grants includes:

- a new tiered hours of instruction approach;
- a new funded category (code) to support children with moderate language delays;
- increased hours for parent and child engagement sessions eligible towards funding;
- a restructured and dedicated kindergarten funding envelope to provide equitable funding to school boards;
- clearer guidance to school authorities to assist in appropriately identifying children for funding purposes;
- in-year program unit funding adjustment for smaller-sized ECS operators; and an
- extended registration deadline for the 2021-22 school year for all eligible children with severe disabilities or a language delay that is moderate or severe.

Performance Measure 1.a:**Overall Achievement Test Results in Language Arts*****Rationale***

- Overall student achievement of standards on provincial achievement tests is a sound indicator of whether elementary and junior high students are achieving high standards in Language Arts, an important outcome for Alberta's K–12 education system.

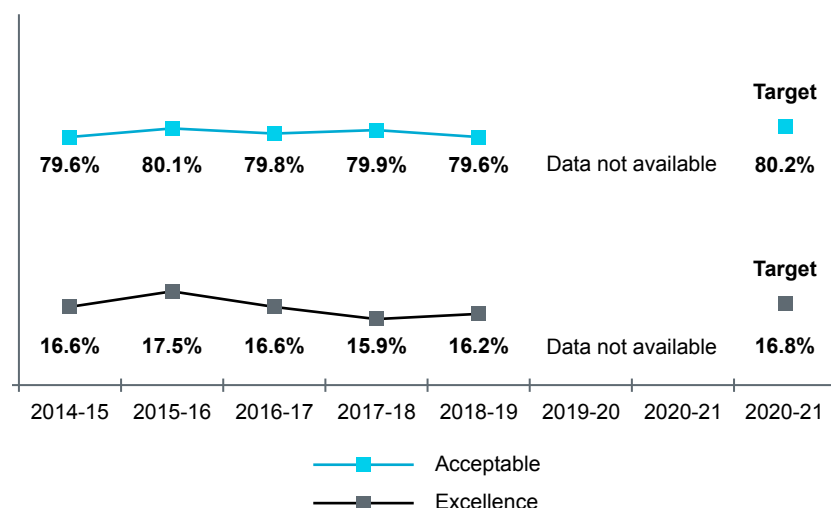
Target

- The targets for the overall Language Arts results could not be assessed as current year data is not available due to COVID-19 disruption.

Discussion

- Overall results in Language Arts are calculated as an average of the results in the following seven subjects weighted by the number of individuals that were enrolled:
 - English Language Arts 6 and 9
 - French Language Arts 6 and 9
 - Français 6 and 9
 - English Language Arts 9 (Knowledge and Employability)
- From 2014-15 to 2018-19, the overall proportion of students achieving the acceptable standard in Language Arts has remained stable over time, while the proportion achieving the standard of excellence has decreased.
- To support student learning in core subjects, the ministry provides programs of study and implementation guides for teachers and develops or authorizes learning resources for students in all grades and subjects.

Overall Percentages of Students Who Achieved Standards on Grades 6 and 9 Provincial Achievement Tests in Language Arts



Source: Alberta Education

Notes:

- The targets for 2020-21 were set in February 2020, based on 2018-19 data.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall Language Arts results are a weighted average based on total enrolment in Grades 6 and 9 Language Arts courses.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 131-132.

Discussion (continued):

- From 2014-15 to 2018-19, the overall participation rate for students taking Language Arts provincial achievement tests remained stable over time.

Participation Rates for Language Arts Provincial Achievement Tests (in percentages)

Subject	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Grade 6							
English Language Arts	91	91	90	91	91	Data not available	
French Language Arts	98	98	96	96	98		
Français	97	98	97	98	97		
Grade 9							
English Language Arts	88	89	89	89	88	Data not available	
English Language Arts (Knowledge and Employability)	82	80	80	80	80		
French Language Arts	96	97	96	96	97		
Français	95	95	97	96	97		
Overall Language Arts							
	89.9	90.0	89.9	90.1	90.0	Data not available	

Source: Alberta Education

Notes:

- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Performance Measure 1.a:**Achievement Test Results in Language Arts by Individual Subject
for Students in Grades 6 and 9*****Rationale***

- Student results on provincial achievement tests in each grade and subject provide detailed information on whether elementary and junior high students are achieving high standards in Language Arts, an important outcome for Alberta's K–12 education system.

Target

- Targets for individual Language Arts subject results were not set in the 2020-23 business plan.

Discussion

- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the acceptable standard has increased over time for French Language Arts 6 and remained stable for English Language Arts 6, Français 6, English Language Arts 9 (Knowledge and Employability), French Language Arts 9 and Français 9. The proportion for English Language Arts 9 has decreased over time.
- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the standard of excellence has increased over time for French Language Arts 6 and 9, and for Français 6 while the proportion has remained stable for English Language Arts 9, English Language Arts 9 (Knowledge and Employability) and Français 9. The proportion for English Language Arts 6 has decreased.
- As adult literacy studies are not conducted regularly, Grade 9 results in Language Arts are regarded as indicators of literacy. Students who achieve the acceptable standard have developed the foundational skills needed to become literate adults. As indicated above, compared to the previous three-year average, 2018-19 results at the acceptable standard for English Language Arts 9 have decreased and have remained stable for French Language Arts 9.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Percentages of Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Language Arts

Subject	Standard	2014-15	2015-16	2016-17	2017-18	Previous 3-year average	2018-19	2019-20	2020-21	Targets 2020-21
Grade 6										
English Language Arts	excellence acceptable	19.5 82.8	20.4 82.9	18.9 82.5	17.9 83.5	19.1 82.9	17.8 83.2	Data not available		
French Language Arts	excellence acceptable	13.6 87.5	14.2 87.7	13.5 85.1	12.3 85.2	13.3 86.0	15.7 87.7			
Français	excellence acceptable	15.0 89.0	17.2 91.4	21.6 92.1	23.1 93.3	20.6 92.2	24.6 90.3			
Grade 9										
English Language Arts	excellence acceptable	14.4 75.6	15.2 77.0	14.9 76.8	14.7 76.1	14.9 76.6	14.7 75.1	Data not available		
English Language Arts (Knowledge and Employability)	excellence acceptable	4.5 63.0	6.2 59.8	5.9 58.8	5.9 55.7	6.0 58.1	5.4 57.4			
French Language Arts	excellence acceptable	10.1 85.8	10.8 83.0	11.2 83.1	9.8 81.4	10.6 82.5	12.3 82.9			
Français	excellence acceptable	20.2 88.5	26.8 86.4	26.1 88.9	22.3 82.7	25.1 86.0	26.0 88.6			
Overall Language Arts										
	excellence acceptable	16.6 79.6	17.5 80.1	16.6 79.8	15.9 79.9	16.7 79.9	16.2 79.6	Data not available	16.8 80.2	

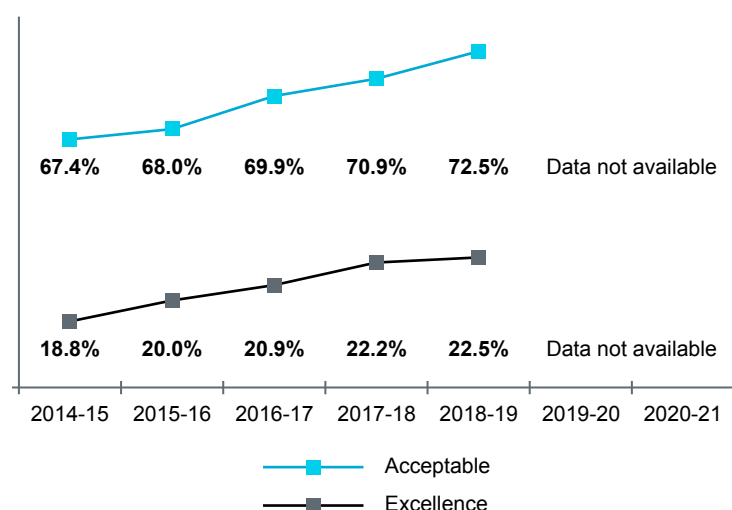
Source: Alberta Education

Notes:

- The targets for 2020-21 were set in February 2020, based on 2018-19 data.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 131-132.

Supplementary Information:**Other subjects—Overall Achievement Test Results in Social Studies****Discussion**

- Overall results in Social Studies are calculated as an average of the results in the following three subjects, weighted by the number of individuals that were enrolled:
 - Social Studies 6
 - Social Studies 9
 - Social Studies 9 (Knowledge and Employability)
- From 2014-15 to 2018-19, the overall proportions of students achieving the acceptable standard and the standard of excellence in Social Studies have increased over time.

Overall Percentages of Students Who Achieved Standards on Grades 6 and 9 Provincial Achievement Tests in Social Studies

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results are a weighted average based on total enrolment in Grades 6 and 9 Social Studies courses.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 131-132.

Discussion (continued):

- From 2014-15 to 2018-19, the overall participation rate for students taking Social Studies provincial achievement tests increased over time.

Participation Rates for Social Studies Provincial Achievement Tests (in percentages)

Subject	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Grade 6							
Social Studies	90	90	90	91	91	Data not available	
Grade 9							
Social Studies	89	89	89	89	89	Data not available	
Social Studies (Knowledge and Employability)	85	83	83	85	86		
Overall Social Studies							
	89.2	89.6	89.6	90.0	89.9	Data not available	

Source: Alberta Education

Notes:

- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Discussion (continued):

- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the acceptable standard increased over time for Social Studies 6 and 9, and remained stable for Social Studies 9 (Knowledge and Employability).
- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the standard of excellence increased for Social Studies 6 and 9, and Social Studies 9 (Knowledge and Employability).
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Percentages of Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Social Studies

						Previous 3-year average			
Subject	Standard	2014-15	2015-16	2016-17	2017-18		2018-19	2019-20	2020-21
Grade 6									
Social Studies	excellence	18.1	22.0	21.7	23.2	22.3	24.4	Data not available	
	acceptable	69.8	71.4	72.9	75.1	73.1	76.2		
Grade 9									
Social Studies	excellence	19.8	18.0	20.2	21.5	19.9	20.6	Data not available	
	acceptable	65.1	64.7	67.0	66.7	66.1	68.7		
Social Studies (Knowledge and Employability)	excellence	11.2	11.6	12.7	14.2	12.8	15.0		
	acceptable	57.3	58.0	56.3	55.2	56.5	55.9		
Overall Social Studies									
	excellence	18.8	20.0	20.9	22.2	21.0	22.5	Data not available	
	acceptable	67.4	68.0	69.9	70.9	69.6	72.5		

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 131-132.

Performance Measure 1.b:**Overall Achievement Test Results in Mathematics*****Rationale***

- Overall student achievement of standards on provincial achievement tests is a sound indicator of whether elementary and junior high students are achieving high standards in Mathematics, an important outcome for Alberta's K–12 education system.

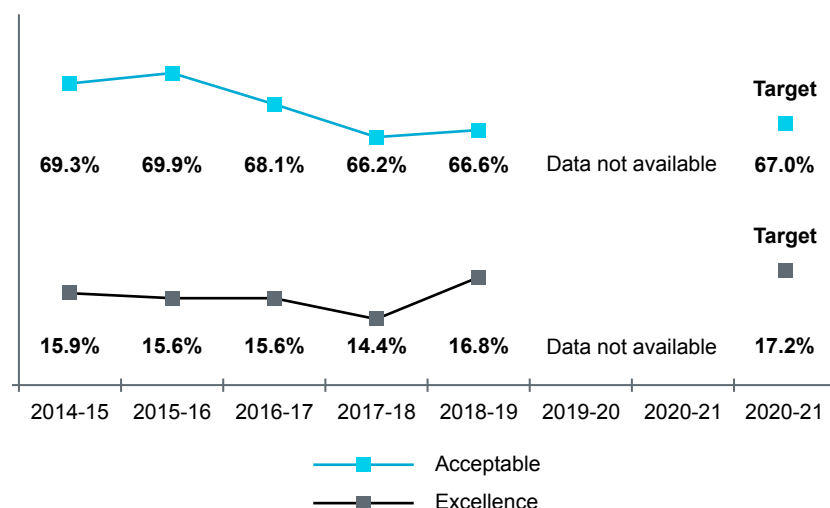
Target

- The targets for the overall Mathematics results could not be assessed as current year data is not available due to COVID-19 disruption.

Discussion

- Overall results in Mathematics are calculated as an average of the results in the following three subjects weighted by the number of individuals that were enrolled:
 - Mathematics 6
 - Mathematics 9
 - Mathematics 9 (Knowledge and Employability)
- From 2014-15 to 2018-19, the overall proportion of students achieving the standard of excellence has increased over time with some fluctuations, while the proportion achieving the acceptable standard has declined. The decline in overall Mathematics results in 2016-17 and 2017-18 could have been due to the inclusion of number-operation questions without using calculators. These questions were added to Part A Mathematics 6 in 2016-17 and Mathematics 9 in 2017-18, respectively. Mathematics results have started to improve in 2018-19.
- To support student learning in core subjects, the ministry provides programs of study and implementation guides for teachers and develops or authorizes learning resources for students in all grades and subjects.

Overall Percentages of Students Who Achieved Standards on Grades 6 and 9 Provincial Achievement Tests in Mathematics



Source: Alberta Education

Notes:

- The targets for 2020-21 were set in February 2020, based on 2018-19 data.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall Mathematics results are a weighted average based on total enrolment in Grades 6 and 9 Mathematics courses.
- Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016-17 and Mathematics 9 in 2017-18, respectively.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 131-132.

Discussion (continued):

- From 2014-15 to 2018-19, the overall participation rate for students taking Mathematics provincial achievement tests remained stable.

Participation Rates for Mathematics Provincial Achievement Tests (in percentages)

Subject	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Grade 6							
Mathematics	91	91	90	91	91	Data not available	
Grade 9							
Mathematics	89	89	89	89	89	Data not available	
Mathematics (Knowledge and Employability)	86	87	85	85	87		
Overall Mathematics							
	90.0	90.2	89.7	89.9	89.9	Data not available	

Source: Alberta Education

Notes:

- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Performance Measure 1.b:**Achievement Test Results in Mathematics by Individual Subject for Students in Grades 6 and 9*****Rationale***

- Student results on provincial achievement tests in each grade and subject provide detailed information on whether elementary and junior high students are achieving high standards in Mathematics, an important outcome for Alberta's K–12 education system.

Target

- Targets for individual Mathematics subject results were not set in the 2020-23 business plan.

Discussion

- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the acceptable standard has increased over time for Mathematics 6 and decreased for Mathematics 9. The proportion achieving the acceptable standard for Mathematics 9 (Knowledge and Employability) has remained stable.
- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the standard of excellence has increased for Mathematics 6 and 9, and remained stable for Mathematics 9 (Knowledge and Employability).
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Percentages of Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Mathematics

Subject	Standard	2014-15	2015-16	2016-17	2017-18	Previous 3-year average	2018-19	2019-20	2020-21	Targets 2020-21
Grade 6										
Mathematics	excellence acceptable	14.1 73.2	14.0 72.2	12.6 69.4	14.0 72.9	13.5 71.5	15.0 72.5	Data not available		
Grade 9										
Mathematics	excellence acceptable	17.9 65.3	17.5 67.8	19.0 67.2	15.0 59.2	17.1 64.7	19.0 60.0	Data not available		
Mathematics (Knowledge and Employability)	excellence acceptable	14.4 60.9	13.0 61.2	13.3 57.5	13.6 57.4	13.3 58.7	13.2 59.6			
Overall Mathematics										
	excellence acceptable	15.9 69.3	15.6 69.9	15.6 68.1	14.4 66.2	15.2 68.1	16.8 66.6	Data not available		17.2 67.0

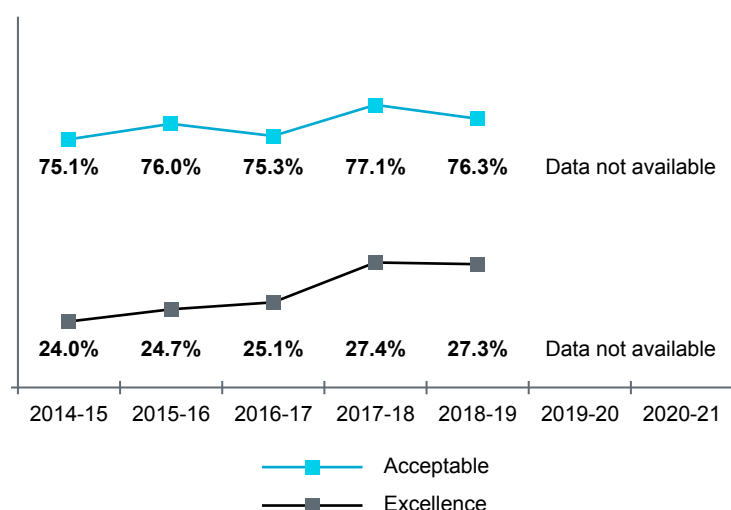
Source: Alberta Education

Notes:

- The targets for 2020-21 were set in February 2020, based on 2018-19 data.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016-17 and Mathematics 9 in 2017-18, respectively.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 131-132.

Supplementary Information:**Other subjects—Overall Achievement Test Results in Science****Discussion**

- Overall results in Science are calculated as an average of the results in the following three subjects, weighted by the number of individuals that were enrolled:
 - Science 6
 - Science 9
 - Science 9 (Knowledge and Employability)
- From 2014-15 to 2018-19, the overall proportions of students achieving the acceptable standard and the standard of excellence in Science have increased over time.

Overall Percentages of Students Who Achieved Standards on Grades 6 and 9 Provincial Achievement Tests in Science

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results are a weighted average based on total enrolment in Grades 6 and 9 Science courses.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 131-132.

Discussion (continued):

- From 2014-15 to 2018-19, the overall participation rate for students taking Science provincial achievement tests remained stable over time.

Participation Rates for Science Provincial Achievement Tests (in percentages)

Subject	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Grade 6							
Science	90	91	90	91	91	Data not available	
Grade 9							
Science	90	90	89	90	89	Data not available	
Science (Knowledge and Employability)	87	85	84	87	86		
Overall Science							
	90.0	90.2	89.5	90.3	89.9	Data not available	

Source: Alberta Education

Notes:

- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Discussion (continued):

- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the acceptable standard has increased for Science 9, decreased for Science 9 (Knowledge and Employability), and has remained stable for Science 6.
- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the standard of excellence also has increased for Science 9, decreased for Science 9 (Knowledge and Employability), and remained stable for Science 6.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Percentages of Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Science

						Previous 3-year average			
Subject	Standard	2014-15	2015-16	2016-17	2017-18		2018-19	2019-20	2020-21
Grade 6									
Science	excellence	25.3	27.1	29.0	30.5	28.9	28.6	Data not available	
	acceptable	76.3	78.0	76.9	78.8	77.9	77.6		
Grade 9									
Science	excellence	22.8	22.4	21.4	24.4	22.7	26.4	Data not available	
	acceptable	74.1	74.2	74.0	75.7	74.6	75.2		
Science (Knowledge and Employability)	excellence	15.1	14.3	13.3	12.3	13.3	10.7		
	acceptable	64.5	63.8	63.9	64.6	64.1	61.7		
Overall Science									
	excellence	24.0	24.7	25.1	27.4	25.7	27.3	Data not available	
	acceptable	75.1	76.0	75.3	77.1	76.2	76.3		

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 131-132.

Performance Measure 1.c:**Overall Diploma Examination Results in Language Arts*****Rationale***

- Student results on diploma examinations are a solid indicator of whether high school students are achieving high standards.
- The Language Arts diploma examination measure is an aggregate of four Language Arts courses. This reflects a focus on fundamental literacy skills, an important outcome for Alberta's K–12 education system.

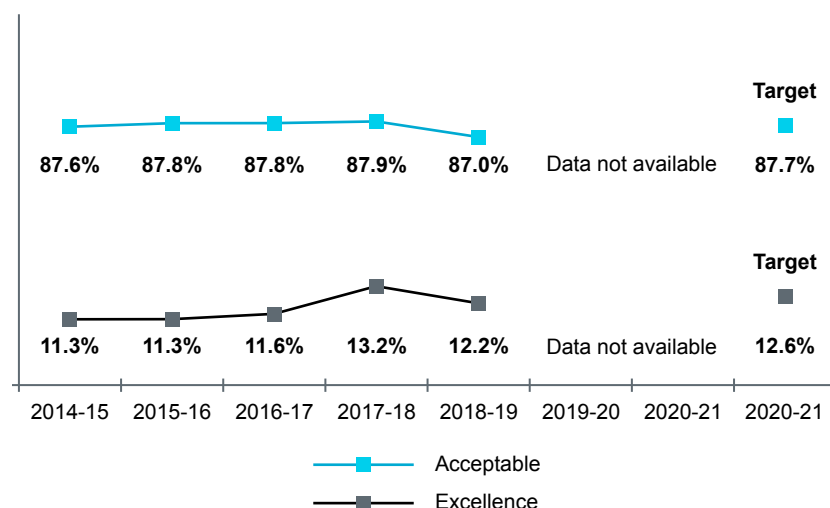
Targets

- The targets for overall Language Arts results could not be assessed as current year data are not available due to COVID-19 disruption.

Discussion

- The Language Arts measure is an average of the results in the following four subjects, weighted by the total number of individuals who wrote each of the exams:
 - English Language Arts 30-1
 - English Language Arts 30-2
 - French Language Arts 30-1
 - Français 30-1
- Based on 2014-15 to 2018-19 data, the overall proportion of students achieving the acceptable standard in Language Arts has decreased over time, while the proportion achieving the standard of excellence has increased.

Overall Percentages of Students Who Achieved Standards on Diploma Examinations in Language Arts



Source: Alberta Education

Notes:

- The targets for 2020-21 were set in February 2020, based on 2018-19 data.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Language Arts are a weighted average of results for the four Language Arts subjects.
- Due to the COVID-19 pandemic, diploma exams were cancelled in spring 2020. During the 2020-2021 school year, diploma exams were optional and administered only to students who chose to take them.
- Participation in diploma examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Diploma Examinations, page 132.

Discussion (continued):

- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the acceptable standard has remained stable for English Language Arts 30-1 and decreased for English Language Arts 30-2.
- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the standard of excellence has remained stable for English Language Arts 30-1 and English Language Arts 30-2.
- The number of students writing French Language Arts 30-1 and Français 30-1 exams in 2018-19 was too small to make comparisons over time.

Percentages of Students Writing Language Arts Diploma Examinations Who Achieved Standards

Subject	Standard	2014-15	2015-16	2016-17	2017-18	Previous 3-year average	2018-19	2019-20	2020-21	Targets 2020-21
English Language Arts 30-1	excellence acceptable	11.4 86.5	10.7 86.8	11.7 86.5	13.2 87.5	11.9 86.9	12.3 86.8	Data not available		
English Language Arts 30-2	excellence acceptable	11.2 88.6	12.3 89.1	11.4 89.5	13.1 88.0	12.3 88.9	12.1 87.1			
French Language Arts 30-1	excellence acceptable	9.9 95.5	8.7 93.8	9.4 94.7	11.0 93.8	9.7 94.1	10.1 91.5			
Français 30-1	excellence acceptable	17.1 95.3	20.3 99.3	18.6 98.1	23.0 97.4	20.6 98.3	29.5 98.6			
Overall Language Arts	excellence acceptable	11.3 87.6	11.3 87.8	11.6 87.8	13.2 87.9	12.0 87.8	12.2 87.0			12.6 87.7

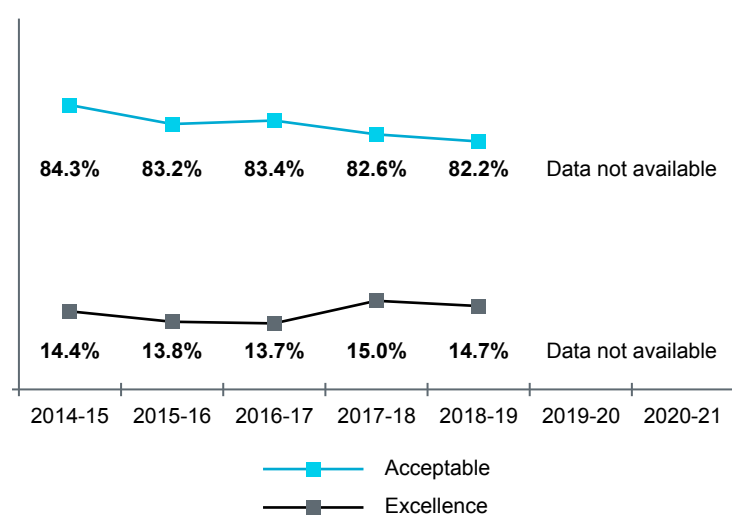
Source: Alberta Education

Notes:

- The targets for 2020-21 were set in February 2020, based on 2018-19 data.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Equating of diploma examinations has been phased in over the past number of years making results directly comparable from year-to-year for the equated tests. Results are comparable for all years reported from 2014-15 to 2018-19 for English Language Arts 30-1 and 30-2, but not for French Language Arts 30-1 and Français 30-1.
- Overall results for Language Arts are a weighted average of results for the four Language Arts subjects.
- Due to the COVID-19 pandemic, diploma exams were cancelled in spring 2020. During the 2020-2021 school year, diploma exams were optional and administered only to students who chose to take them.
- Participation in diploma examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Diploma Examinations, page 132.

Supplementary Information:**Other subjects—Overall Diploma Examination Results in Social Studies****Discussion**

- Overall diploma exam results in Social Studies are an average of the results in the following two subjects, weighted by the total number of individuals that wrote each of the exams:
 - Social Studies 30-1
 - Social Studies 30-2
- Based on 2014-15 to 2018-19 data, the overall proportion of students achieving the acceptable standard in Social Studies has decreased over time, while the proportion of students achieving the standard of excellence has remained stable.

Overall Percentages of Students Who Achieved Standards on Diploma Examinations in Social Studies

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Social Studies are a weighted average of results for the two Social Studies subjects.
- Due to the COVID-19 pandemic, diploma exams were cancelled in spring 2020. During the 2020-2021 school year, diploma exams were optional and administered only to students who chose to take them.
- Participation in diploma examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Diploma Examinations, page 132.

Discussion (continued):

- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the acceptable standard has increased for Social Studies 30-1 and decreased for Social Studies 30-2.
- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the standard of excellence has increased for Social Studies 30-1 and remained stable for Social Studies 30-2.

Percentages of Students Writing Social Studies Diploma Examinations Who Achieved Standards

Subject	Standard	2014-15	2015-16	2016-17	2017-18	Previous 3-year average	2018-19	2019-20	2020-21
Social Studies 30-1	excellence	16.2	14.3	14.8	17.7	15.6	17.0	Data not available	
	acceptable	87.1	84.9	86.0	86.2	85.7	86.6		
Social Studies 30-2	excellence	12.5	13.1	12.6	12.2	12.6	12.2		
	acceptable	81.3	81.1	80.6	78.8	80.2	77.8		
Overall Social Studies	excellence	14.4	13.8	13.7	15.0	14.2	14.7		
	acceptable	84.3	83.2	83.4	82.6	83.1	82.2		

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Social Studies are a weighted average of results for the two Social Studies subjects.
- Due to the COVID-19 pandemic, diploma exams were cancelled in spring 2020. During the 2020-2021 school year, diploma exams were optional and administered only to students who chose to take them.
- Participation in diploma examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Diploma Examinations, page 132.

Performance Measure 1.d:**Overall Diploma Examination Results in Mathematics*****Rationale***

- Student results on diploma examinations are a solid indicator of whether high school students are achieving high standards.
- The Mathematics diploma examination measure is an aggregate of two courses. This measure reflects a focus on the development of mathematical reasoning and problem-solving skills, which are important outcomes for Alberta's K–12 education system.

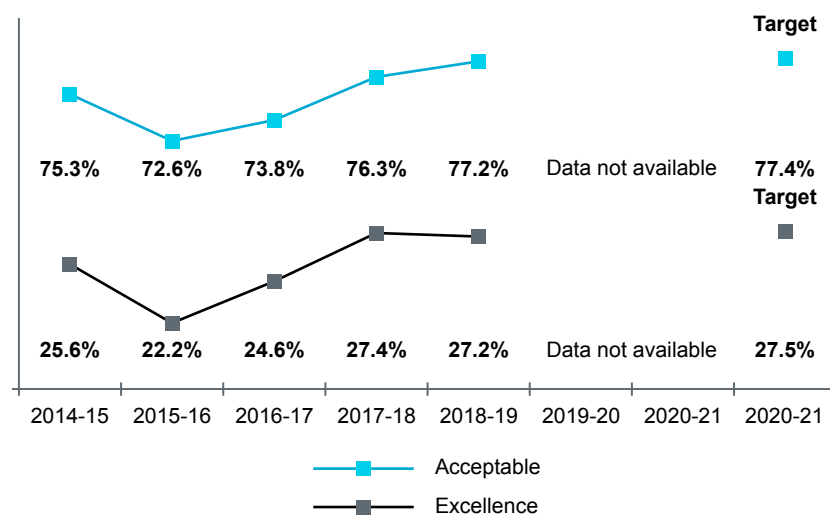
Targets

- The targets for overall Mathematics diploma examination results could not be assessed as current year data is not available due to COVID-19 disruption.

Discussion

- The Mathematics measure is an average of the results in the following two subjects, weighted by the total number of individuals that wrote each of the exams:
 - Mathematics 30-1
 - Mathematics 30-2
- The overall proportions of students achieving the acceptable standard and the standard of excellence in Mathematics have increased since 2016-17. Note that Mathematics results were not directly comparable prior to 2016-17 as equating for Mathematics 30-1 and Mathematics 30-2 was not in place until the 2016-17 school year.

Overall Percentages of Students Who Achieved Standards on Diploma Examinations in Mathematics



Source: Alberta Education

Notes:

- The targets for 2020-21 were set in February 2020, based on 2018-19 data.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Mathematics are a weighted average of results for the two Mathematics subjects.
- Any results prior to 2016-2017 were not directly comparable, as equating for Mathematics 30-1 and Mathematics 30-2 was not in place until the 2016-17 school year.
- Starting from the 2018-19 school year, written-response questions have been added as part of the Mathematics 30-1 and Mathematics 30-2 diploma exams.
- Due to the COVID-19 pandemic, diploma exams were cancelled in spring 2020. During the 2020-2021 school year, diploma exams were optional and administered only to students who chose to take them.
- Participation in diploma examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Diploma Examinations, page 132.

Discussion (continued):

- For Mathematics 30-1 and Mathematics 30-2 comparisons over time are not reported as equating was not in place for those subjects until the 2016-17 school year.

Percentages of Students Writing Mathematics Diploma Examinations Who Achieved Standards

Subject	Standard	2014-15*	2015-16*	2016-17	2017-18	2018-19	2019-20	2020-21	Targets 2020-21
Mathematics 30-1	excellence acceptable	31.6 76.1	25.9 70.7	30.7 73.1	35.3 77.8	35.1 77.8	Data not available		
Mathematics 30-2	excellence acceptable	15.5 73.9	16.8 75.4	15.9 74.7	16.4 74.2	16.8 76.5			
Overall Mathematics	excellence acceptable	25.6 75.3	22.2 72.6	24.6 73.8	27.4 76.3	27.2 77.2			27.5 77.4

*Any results prior to 2016-17 are not directly comparable, as equating was not in place until the 2016-17 school year.

Source: Alberta Education

Notes:

- The targets for 2020-21 were set in February 2020, based on 2018-19 data.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Mathematics are a weighted average of results for the two Mathematics subjects.
- Any results prior to 2016-2017 were not directly comparable, as equating for Mathematics 30-1 and Mathematics 30-2 was not in place until the 2016-17 school year.
- Starting from the 2018-19 school year, written-response questions have been added as part of the Mathematics 30-1 and Mathematics 30-2 diploma exams.
- Due to the COVID-19 pandemic, diploma exams were cancelled in spring 2020. During the 2020-2021 school year, diploma exams were optional and administered only to students who chose to take them.
- Participation in diploma examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Diploma Examinations, page 132.

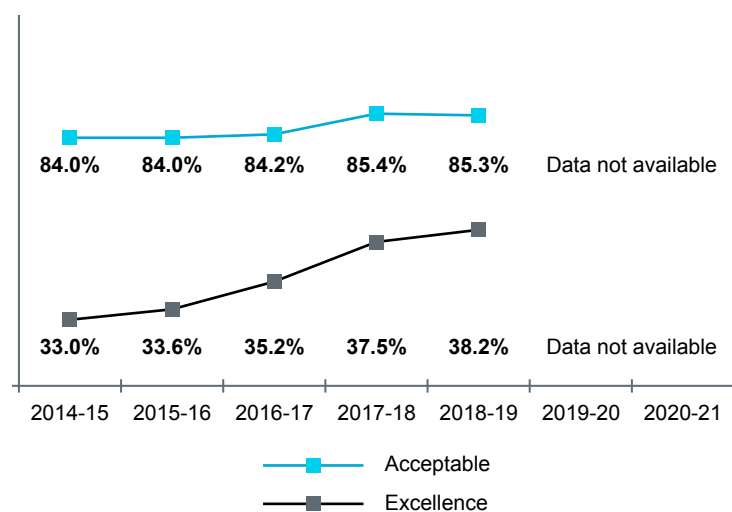
Supplementary Information:

Other subjects—Overall Diploma Examination Results in Sciences

Discussion

- Overall diploma exam results in the Sciences are an average of the results in the following four subjects, weighted by the total number of individuals that wrote each of the exams:
 - Biology 30
 - Chemistry 30
 - Physics 30
 - Science 30
- Based on 2014-15 to 2018-19 data, the overall proportions of students achieving the acceptable standard and the standard of excellence in the Sciences have increased over time.

Overall Percentages of Students Who Achieved Standards on Diploma Examinations in the Sciences



Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for the Sciences are a weighted average of results for the four Science subjects.
- Due to the COVID-19 pandemic, diploma exams were cancelled in spring 2020. During the 2020-2021 school year, diploma exams were optional and administered only to students who chose to take them.
- Participation in diploma examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Diploma Examinations, page 132.

Discussion (continued):

- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the acceptable standard has increased for Chemistry 30 and Physics 30, remained stable for Science 30, and decreased for Biology 30.
- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the standard of excellence has increased for Biology 30, Chemistry 30, Physics 30, and Science 30.

Percentages of Students Writing Science Diploma Examinations Who Achieved Standards

Subject	Standard	2014-15	2015-16	2016-17	2017-18	Previous 3-year average	2018-19	2019-20	2020-21
Biology 30	excellence	33.0	32.4	32.3	36.6	33.8	35.5	Data not available	
	acceptable	85.8	85.1	84.2	86.6	85.3	83.9		
Chemistry 30	excellence	34.2	34.5	38.6	38.3	37.2	42.5		
	acceptable	82.1	81.5	83.1	83.6	82.7	85.7		
Physics 30	excellence	35.8	39.8	41.8	43.6	41.7	43.5		
	acceptable	83.9	85.8	85.7	86.2	85.9	87.5		
Science 30	excellence	26.6	27.6	28.4	31.5	29.2	31.2		
	acceptable	83.9	84.4	84.9	85.4	84.9	85.7		
Overall	excellence	33.0	33.6	35.2	37.5	35.4	38.2		
Science	acceptable	84.0	84.0	84.2	85.4	84.5	85.3		

Source: Alberta Education

Notes:

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for the Sciences are a weighted average of results for the four Science subjects.
- Due to the COVID-19 pandemic, diploma exams were cancelled in spring 2020. During the 2020-2021 school year, diploma exams were optional and administered only to students who chose to take them.
- Participation in diploma examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Diploma Examinations, page 132.

Performance Measure 1.e:

Diploma Examination Participation

Rationale

- Participation in four or more diploma examinations reflects the intent of the Alberta programs of study and gives appropriate emphasis to the four core subjects of language arts, mathematics, the sciences and social studies, which are the foundation of basic education.

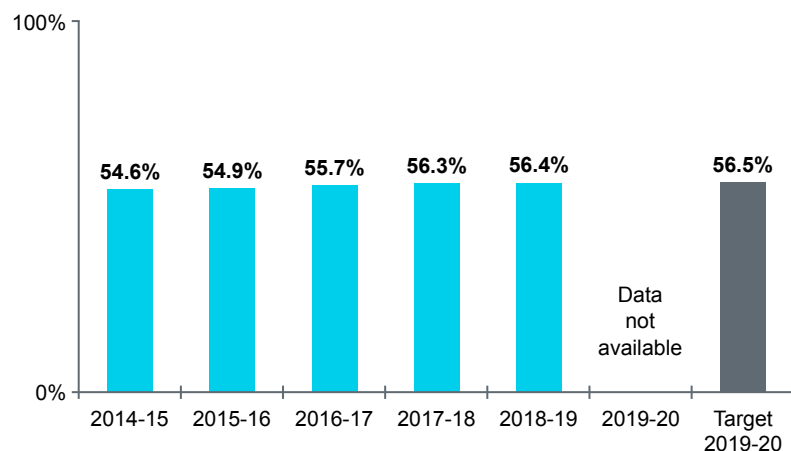
Target

- The target for the diploma examination participation rate could not be assessed as current year data is not available due to COVID-19 disruption.

Discussion

- In 2018-19, 56.4 per cent of Alberta's high school students wrote four or more diploma examinations within three years of entering Grade 10.
- Results have increased over time.
- The ministry is acting to improve results in this area by:
 - Providing students writing diploma exams the opportunity to use additional writing time to complete assessments.
 - Streamlining processes for other accommodations, such as eliminating the application process for accommodations and provisions. Accommodations for the purpose of writing diploma exams are reviewed and managed at the school level.
- The vast majority of students who have written four or more diploma examinations have taken courses in the four core subjects throughout high school. This positions them well to complete high school and enter post-secondary programs or the workplace.

Percentages of Students Writing Four or More Diploma Examinations Within Three Years of Entering Grade 10



Source: Alberta Education

Notes:

- Results for this measure lag a year. 2019-20 results were not available due to the COVID-19 related cancellations of diploma examinations in 2019-20.
- The target for 2019-20 was set in February 2020, based on 2017-18 data.
- Participation in diploma examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- Weighting of school-awarded marks in diploma courses increased from 50 per cent to 70 per cent beginning in the 2015-16 school year. Caution should be exercised when interpreting trends over time.
- During the creation of the 2016 Grade 10 cohort, a small number of students were incorrectly identified by their authority as being in Grade 10. The 2016 result for the three-year diploma examination participation rate has been adjusted to reflect the correction of the Grade 10 cohort.
- See Endnote B, page 126 for information on assessing results over time.
- See Endnote C, Diploma Examination Participation Rate, page 133.

Supplementary Information:

Transition to Post-Secondary

Discussion

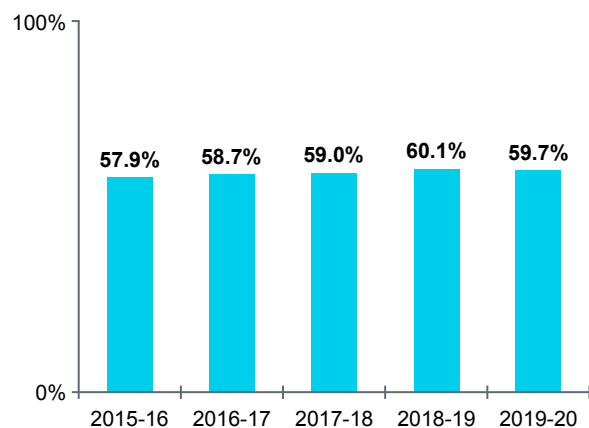
- The Diploma Examination Participation rate is considered a leading indicator for the Post-Secondary Transition rate.
- In 2019-20, 59.7 per cent of Alberta's high school students made the transition to post-secondary within six years of entering Grade 10.
- The six-year transition rate has increased over time.
- The difference between the four year and six year transition rates indicates that a substantial proportion of Alberta's young people delay their entry to post-secondary programs after high school.
- The four-year rate and the six-year rate are correlated for the same grade 10 cohort and the four-year rate is thus a predictor of the six-year rate in subsequent years. Projections indicate that the six-year rate will remain between 59 and 60 per cent over the next few years.

Percentages of Students Who Enroll in Post-Secondary Programs within Four and Six Years of Entering Grade 10

Grade 10 Year	4 Year Rate and Year	6 Year Rate and Year
2010-11	38.3%	2013-14 57.9%
2011-12	37.0%	2014-15 58.7%
2012-13	37.0%	2015-16 59.0%
2013-14	39.3%	2016-17 60.1%
2014-15	40.1%	2017-18 59.7%
2015-16	40.8%	2018-19
2016-17	40.4%	2019-20

Source: Alberta Education

High School to Post-Secondary Transition Rate Within Six Years of Entering Grade 10



Source: Alberta Education

Notes:

- Student enrolment in a post-secondary program includes attending a publicly funded post-secondary institution in Alberta or registering in an Alberta apprenticeship program.
- The post-secondary transition rates include adjustments for attrition using estimates from Statistics Canada, and for students who attend post-secondary outside the province using estimates from the Ministry of Advanced Education.
- See Endnote B, page 126, for information on assessing results relative to targets.
- See Endnote C, High School to Post-Secondary Transition Rates, pages 129-130.

Performance Measure 1.f: High School Completion

Rationale

- High school completion is important for entry to the labour force and post-secondary programs. While the majority of students complete high school within three years of entering Grade 10, the five-year rate recognizes that it may take more time for some students to finish high school.
- In addition to those who earn a high school diploma or certificate, Alberta's high school completion rate also includes students who enter an Alberta post-secondary institution or an apprenticeship program within five years of entering Grade 10. This acknowledges that students have completed the high school courses they need to continue their education in a post-secondary program. Another group comprises those who have earned credits in a minimum of five Grade 12 courses, including one Language Arts diploma examination course and three other diploma examination courses.

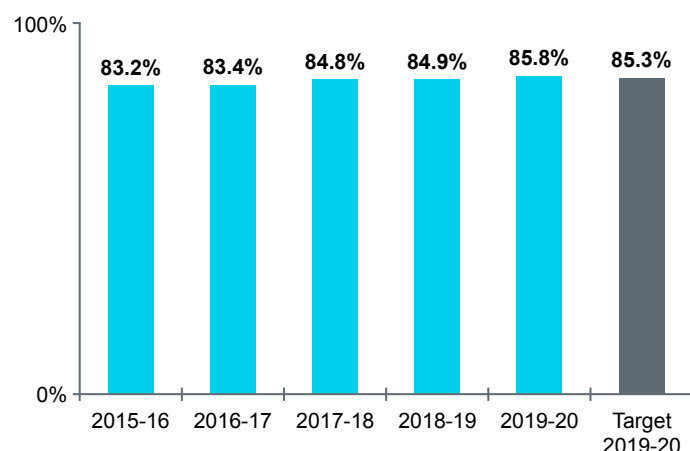
Target

- The target for high school completion rate was exceeded.

Discussion

- In 2019-20, 85.8 per cent of students completed high school within five years of entering Grade 10.
- Based on 2015-16 to 2019-20 data, the high school completion rate has improved over time. However, in the absence of the diploma examinations, high school diplomas were awarded to all eligible students at the discretion of their principals in 2019-20. Caution should be used when interpreting high school completion trends over time.
- Of the students who complete high school in five years, most (about 92 per cent in 2019-20) complete in three years. The three-year rate is also highly correlated with the five-year rate, which makes the three-year rate a reliable predictor of the five-year rate in subsequent years. Projections indicate the five-year rate is likely to increase by one or two percentage points over the next few years.
- Survey results indicate that high school students are attracted into the workforce for part time work, although the percentage of students employed appears to be declining. The percentage of Grade 12 Alberta High School students who reported being employed decreased from 57 per cent to 51 per cent, corresponding to the Grade 10 cohorts that completed in five years in 2015-16 and 2019-20, respectively.
- At the same time, the percentage of employed Grade 12 students who report they work more than 20 hours per week has doubled from 13 per cent to 26 per cent.
- In addition, some students who do not complete high school in the ECS-12 education system do so as young adults in the adult learning system. In 2020, 94.6 per cent of Albertans aged 25-to-34 reported they had completed high school. This result has remained stable over time.

High School Completion Rate of Students Within Five Years of Entering Grade 10



Source: Alberta Education

Notes:

- Results for this measure lag a year. The target for 2019-20 was set in February 2020, based on 2017-18 data.
- Included in the calculation of high school completion rates is an estimated adjustment for attrition (i.e., students moving out of province) using Statistics Canada estimates of out-migration.
- Weighting of school-awarded marks in diploma courses increased from 50 per cent to 70 per cent beginning in the 2015-16 school year. Caution should be used when interpreting trends over time.
- The 2016 result for the three-year high school completion rate has been adjusted to reflect the correction of the Grade 10 cohort.
- See Endnote B, page 126, for information on assessing results relative to targets.
- See Endnote C, High School Completion Rates, page 129.

Percentages of Students who Completed High School within Three and Five Years of Entering Grade 10

Grade 10 Year	3 Year Rate and Year		5 Year Rate and Year	
2011-12	76.5%	2013-14	83.2%	2015-16
2012-13	76.5%	2014-15	83.4%	2016-17
2013-14	78.0%	2015-16	84.8%	2017-18
2014-15	78.0%	2016-17	84.9%	2018-19
2015-16	79.1%	2017-18	85.8%	2019-20
2016-17	79.7%	2018-19		
2017-18	83.0%	2019-20		

Source: Alberta Education

Notes:

- High school diplomas were awarded to all eligible students at the discretion of their principals in the absence of the diploma examinations in 2019-20. Caution should be used when interpreting high school completion trends over time.
- During the creation of the 2016 Grade 10 cohort, a small number of students were incorrectly identified by their authority as being in Grade 10. The 2016 result for the three-year high school completion rate has been adjusted to reflect the correction of the Grade 10 cohort.

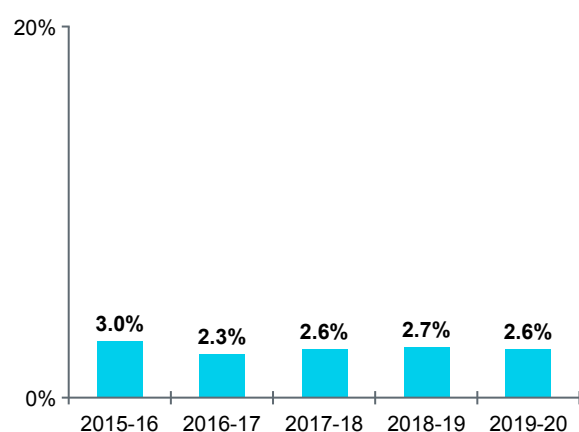
Supplementary information

Annual Dropout Rate—All Students

Discussion

- The dropout rate is considered a leading indicator for the High School Completion rate.
- Enrolment data indicate that 2.6 per cent of students aged 14-18 dropped out of school in 2019-20.
- The dropout rate has improved significantly over time.
- Efforts to improve high school completion rates, as well as the strategies to improve parent and community engagement, are being implemented to encourage students to complete school and help reduce their dropout rate.
- Dropping out of school may be a temporary interruption of a student's education. Of the students who dropped out in 2018-19, about 18 per cent resumed their education in 2019-20.
- Some students who do not complete high school in the basic education system do so as young adults in the adult learning system.

Annual Dropout Rates of Students Aged 14-18



Source: Alberta Education

Notes:

- Students aged 14-18 who, in the following year, are not enrolled in school (a K-12 school, an Alberta post-secondary institution or apprenticeship program) and have not completed high school are included in the annual dropout rate. For example, students aged 14-18 in 2018-19 were tracked for one year. Those who were not enrolled and had not completed are included in the 2019-20 dropout rate.
- See Endnote C, page 128, for more information on the calculation of the Annual Dropout Rate.

Outcome Two

First Nations, Métis, and Inuit students in Alberta are successful

Alberta Education works collaboratively with First Nations, Métis, and Inuit governments, organizations, communities, and partners to be an international leader in Indigenous education. The ministry supports First Nations, Métis and Inuit students in prospering through their learning journeys.

First Nations, Métis, and Inuit student success was achieved by:

- strengthening education programs, policies and initiatives for First Nations, Métis, and Inuit students;
- ensuring Alberta's education system is accessible to First Nations students;
- supporting school divisions to enter into educational service agreements with First Nations;
- enhancing First Nations, Métis, and Inuit students' educational outcomes by working with educational partners; and
- improving assurance for First Nations, Métis, and Inuit student success.

Key Objectives

2.1 Strengthen education programs, policies and initiatives for First Nations, Métis, and Inuit students.

Indigenous Language and Culture Resources

Alberta Education collaborates with education partners to support the development and implementation of Indigenous language and culture programming. Indigenous language acquisition is strongly correlated with positive student outcomes. Indigenous partners and provincial school jurisdictions have highlighted the scarcity of early childhood education and K–12 Indigenous language teachers, instructors and resources, and have underscored the pivotal role education can play in revitalizing Indigenous languages.

The Indigenous Languages in Education (ILE) grant program, established in 2018, is a one-time funding initiative to support Indigenous language and culture programs in Alberta's early childhood education and K–12 curriculum. The ILE grant program aims to increase the number of Indigenous language training opportunities for early childhood education and K–12 instructors and teachers. ILE grant program also focuses on increasing the number of teaching and learning resources available in Alberta's Indigenous languages for early childhood and K–12 education.

Between 2018-19 and 2020-21, Alberta Education provided more than \$8 million for 46 ILE grants.

Alberta Education continued to ensure the availability of First Nations, Métis, and Inuit authorized curriculum resources that are culturally relevant and aligned to the draft K–6 curriculum. In 2020–21, Alberta Education:

- Upgraded the French translations and adaptations of the Walking Together curricular resources for Grades 1–12. Walking Together offers an authentic and holistic reference for teachers to increase their understanding of the expertise and knowledge within the rich and diverse First Nations, Métis and Inuit cultures in Alberta.
- Collaborated with the Indigenous Education and Reconciliation Circle (IERC) to, among other things, help ensure that culturally relevant supports, services and curriculum are provided to First Nations, Métis and Inuit students.

Walking Together

These curriculum resources provide First Nations, Métis, and Inuit perspectives:

- <https://www.learnalberta.ca/content/aswt/index.html#/home>

Enhancing knowledge and understanding of Indigenous perspectives

Alberta Education is committed to building knowledge and understanding of Indigenous peoples, cultures and perspectives. June is National Indigenous History Month and National Indigenous Peoples Day is celebrated on June 21st each year. In 2020, the department adapted its approach to celebrating National Indigenous History Month in respect of local public health orders related to the COVID-19 pandemic and delivered a variety of online sessions over a five-month period. Sessions included presentations from Rupertsland Institute, the Aboriginal Veterans Society of Alberta and Frontier College. A variety of online resources were introduced for staff to explore and learn more about the contributions and cultures of First Nations, Métis and Inuit people.

The Indigenous Cultural Protocol (ICP) course was developed to provide additional training to Alberta Public Service members about diversity within Indigenous communities and cultural protocols when engaging with First Nations and Métis groups across Alberta.

The Alberta government remains committed to the Truth and Reconciliation Commission of Canada Calls to Action. This commitment ensures K–12 curriculum includes Indigenous content. In 2020–21, Alberta Education sought advice and feedback from Indigenous subject matter experts and Elders on the draft K–6 curriculum containing Indigenous content. In response to feedback:

- knowledge and perspectives about the histories, contributions and experiences of Indigenous peoples will be included to enhance student learning, as appropriate, in K–12 subject areas;
- Indigenous communities, including Elders and knowledge keepers, will be engaged to support authenticity of Indigenous content in new curriculum; and
- curriculum that allows all students to see themselves, their families and their communities in will be developed.

2.2 Ensure First Nations students have access to the provincial education system.

Facilitating access for First Nations students

To increase opportunities for First Nations students to receive coordinated education programs and services that are responsive to their needs, Alberta Education provides funding through the Innovations in First Nations Education (IFNE) grant program. The IFNE grant program, announced in December 2017, is a three-year program that supports partnerships between First Nations and provincial school jurisdictions to develop projects that focus on early childhood education, student-centred supports, children and youth not in school, caregiver engagement, and Indigenous languages. In 2020-21, the department managed 51 ongoing IFNE projects totaling approximately \$31 million and approved five additional applications.

The department continues to provide First Nations education authorities with guidance and information to strengthen their understanding and capacity to navigate the provincial education system. In 2020-21, the department:

- Supported 11 First Nations education authorities in the application of the Teaching Quality Standard in schools.
- Supported Beaver First Nation and Kapawe'no First Nation in establishing new education authorities.
- Worked with Piikani, Enoch First Nations and Indigenous Services Canada to develop outreach programs.
- Collaborated with Northland School Division to improve existing school and housing infrastructure and facility conditions. Northland School Division undertook \$3.9 million upgrades to teacher housing, including \$2 million dedicated funding from Alberta Education.

Alberta Education developed draft data sharing agreements between First Nations, Métis, and Inuit governments and organizations and the Government of Alberta to ensure that federal First Nations schools and First Nations education authorities have future access to information they need for strategic planning and evidence-based decision-making.

2.3 Support school divisions to enter into education service agreements with First Nations.

Education Service Agreements

Education Services Agreements (ESAs) between provincial education authorities and the federal government or First Nations enable students residing on-reserve to attend provincial schools. Approximately 7,000 students under federal jurisdiction receive education services in a provincial school, which represents one per cent of the provincial student population. Alberta Education provides support in the development of new or renewed ESAs between First Nations and provincial school authorities.

In 2020-21, the department continued to prioritize the development of ESA standards to help ensure First Nations students have access to provincial education on equitable terms, regardless of where they live in the province. First Nations and school authorities will continue to be engaged in order to gather feedback on the draft ESA standards and funding approach.

2.4 Work with education partners to enhance First Nations, Métis, and Inuit students' educational outcomes.

Leveraging partnerships to enhance educational outcomes

Alberta Education collaborates with education partners to improve First Nations, Métis, and Inuit students' educational outcomes by broadening the capacity and understanding in the education system to support Indigenous learners.

In 2020-21, Alberta Education worked with First Nations, Métis, and Inuit education partners to:

- Support the Alberta Native Friendship Centres Association to research barriers and gaps for urban Indigenous parent and caregiver engagement with the K–12 education system and develop support resources.
- Support the Métis Settlements General Council (MSGC) to understand the application of the updated funding formula for rural Métis students, ensure Métis Settlements are able to participate in K–12 curriculum development.
- Support Rupertsland Institute to create Métis-specific education resources for students.
- Support Frontier College to deliver Indigenous summer literacy camps and a year-round urban-based literacy program in partnership with local communities.
 - Frontier College successfully adapted its programming for 2020-21 to address the impacts of the COVID-19 pandemic, enabling more than 800 Indigenous youth and 17 communities to participate in literacy camps.
- Engage with the Indigenous Education and Reconciliation Circle to further Indigenous education and advance truth and reconciliation.
- Develop the Specialized Learning Supports for First Nations Grant Program to account for changes in the Regional Collaborative Service Delivery (RCSD) program. Interested First Nations and First Nations education authorities can apply to the \$3.6 million grant program to enhance specialized supports and services.

Actions that Support the Priorities of the Government of Alberta Strategic Plan

Key Priority 2:

Making life better for Albertans

Objective 6:

Partnering with Indigenous Peoples to pursue opportunities

- As planned, Alberta Education continued to work with the federal government to streamline how Indigenous Peoples access education services. In 2020-21, the ministry drafted a strategic engagement plan to strengthen collaboration between the ministry and Indigenous Services Canada on priority Indigenous education issues.

Alberta Education continued to collaborate with other provinces and territories across Canada in implementing the Council of Ministers of Education Canada (CMEC) Indigenous Education Plan (IEP) 2019-22. The IEP addresses the Truth and Reconciliation Commission of Canada's Call to Action 63, which calls upon CMEC to maintain an annual commitment to Aboriginal education issues.

In 2020-21, Alberta Education also worked to strengthen the collaborative relationship with the Government of Canada to jointly address policy and legislative issues and discuss priority education issues impacting Indigenous students.

Protocol agreements between the provincial government and First Nations in Alberta provide a framework for continued collaboration, meaningful discussion, information sharing and exploration of mutual issues of concern. Alberta Indigenous Relations leads the development of protocol agreements and Alberta Education participates on the education tables of the protocol agreements.

Protocol agreements are in place between the Government of Alberta and the Blackfoot Confederacy Tribal Council, the Confederacy of Treaty Six First Nations and the Stoney Nakoda-Tsuut'ina Tribal Council. The department continues to participate on the education table for the protocol agreement with the Blackfoot Confederacy Tribal Council to address priority items including:

- Blackfoot language;
- mental health supports in education;
- support for Blackfoot confederacy students living off-reserve;
- recruitment and retention of Blackfoot educators in provincial schools;
- recognition of Indigenous accreditation bodies; and
- Indigenous programming at post-secondary institutes.

In 2020-21, Alberta Education provided \$300,000 for a Blackfoot language conditional grant to create resources and document knowledge keeper and Elder teachings for use in Blackfoot programs.

2.5 Improve assurance for First Nations, Métis, and Inuit student success.

Alberta Education initiated an assurance and funding review in 2019 to develop a more efficient and sustainable education model to ensure all schools in Alberta have adequate resources to deliver programs in an equitable way. The department met with First Nations, public, separate and Francophone school jurisdictions, charter schools and a broad range of education partners to gather feedback. Using this feedback, a new education funding framework was developed and implemented in 2020.

In February 2021, an updated funding manual for school authorities was provided to assist in understanding Alberta Education funding. The updated funding manual includes information about funding available for the 2021-22 school year including applicable formulas, funding rates, criteria and reporting requirements.

To support school divisions' alignment to the funding manual in relation to Indigenous student success, Alberta Education initiated development of a community-based and evidence-based toolkit. Future engagements with education partners are being planned in order to gather feedback on the content and format of the toolkit.

First Nation, Métis and Inuit grant funding is allocated as a part of the overall framework to assist school authorities in providing system, program and instructional supports that improve education outcomes for First Nations, Métis and Inuit students. Approximately \$75 million in grant funding is provided in relation to the following three components:

- Acknowledge recommendations made by the Truth and Reconciliation Commission to support related activities based on overall student population.
- Self-identified student enrolment to address student needs through program and instructional supports.
- Census and self-identification data to address the systemic education gap.

Performance Measure 2.a:**Overall First Nations, Métis, and Inuit Student Achievement Test Results
in Language Arts*****Rationale***

- Overall First Nations, Métis, and Inuit student achievement of standards on provincial achievement tests is a sound indicator of whether elementary and junior high self-identified First Nations, Métis, and Inuit students are achieving high standards in Language Arts, an important outcome for Alberta's K–12 education system.

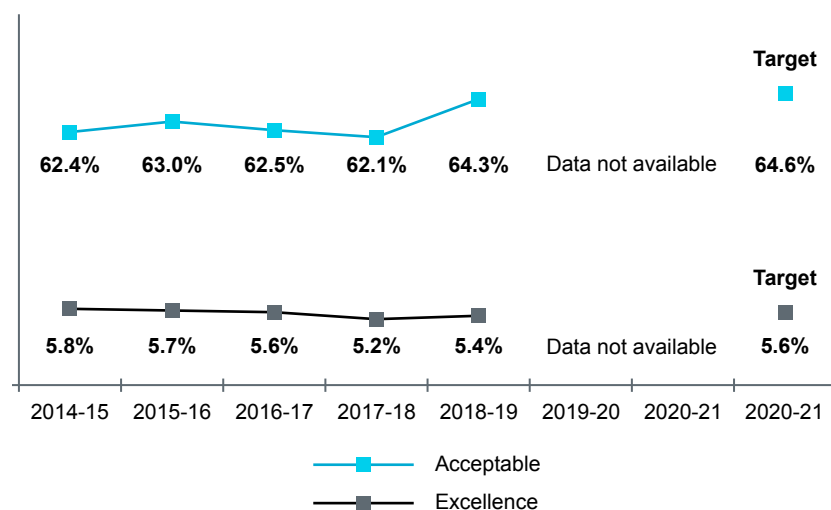
Target

- The targets for the overall Language Arts results could not be assessed as current year data is not available due to COVID-19 disruption.

Discussion

- Overall results in Language Arts are calculated as an average of the results in the following seven subjects, weighted by the number of individuals that were enrolled:
 - English Language Arts 6 and 9
 - French Language Arts 6 and 9
 - Français 6 and 9
 - English Language Arts 9 (Knowledge and Employability)
- From 2014-15 to 2018-19, the overall proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard in Language Arts has increased while the proportion achieving the standard of excellence has remained stable.
- To support student learning in core subjects, the ministry provides programs of study and implementation guides for teachers and develops or authorizes learning resources for students in all grades and subjects.

Overall Percentages of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Grade 6 and 9 Provincial Achievement Tests in Language Arts



Source: Alberta Education

Notes:

- The targets for 2020-21 were set in February 2020, based on 2018-19 data.
- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, and Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results over time.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall Language Arts results are a weighted average based on total enrolment in Grades 6 and 9 Language Arts courses.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 131-132.

Discussion (continued):

- From 2014-15 to 2018-19, the overall participation rate for self-identified First Nations, Métis, and Inuit students taking Language Arts provincial achievement tests has remained stable over time.

Self-Identified First Nations, Métis, and Inuit Student Participation Rates for Language Arts Provincial Achievement Tests (in percentages)

Subject	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Grade 6							
English Language Arts	87	88	87	86	87	Data not available	
French Language Arts	94	97	94	93	99		
Français	100	*	*	100	93		
Grade 9							
English Language Arts	80	80	81	80	79	Data not available	
English Language Arts (Knowledge and Employability)	75	74	73	76	75		
French Language Arts	89	96	97	96	98		
Français	*	*	*	100	100		
Overall Language Arts							
	83.3	83.8	84.2	83.4	83.5	Data not available	

Source: Alberta Education

Notes:

- An asterisk (*) indicates data suppression has been applied because fewer than six self-identified First Nations, Métis, and Inuit students wrote the test.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Performance Measure 2.a:**First Nations, Métis, and Inuit Student Achievement Test Results in Language Arts by Individual Subject for Students in Grades 6 and 9*****Rationale***

- Self-identified First Nations, Métis, and Inuit student results on provincial achievement tests in each grade and subject provide detailed information on whether elementary and junior high self-identified First Nations, Métis, and Inuit students are achieving high standards in Language Arts, an important outcome for Alberta's K–12 education system.

Targets

- Targets for individual Language Arts subject results were not set in the 2020-23 business plan.

Discussion

- Based on the previous three-year average and 2018-19 data, the current proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard has increased for English Language Arts 6 and has remained stable for English Language Arts 9 and English Language Arts 9 (Knowledge and Employability).
- Based on the previous three-year average and 2018-19 data, the current proportion of self-identified First Nations, Métis, and Inuit students achieving the standard of excellence has remained stable for English Language Arts 6 and 9 and English Language Arts (Knowledge and Employability).
- The number of self-identified First Nations, Métis, and Inuit students in French Language Arts and Français courses was too small to make comparisons over time.
- As adult literacy studies are not conducted regularly, Grade 9 results in Language Arts are regarded as indicators of literacy. Self-identified First Nations, Métis, and Inuit students who achieve the acceptable standard have developed the foundational skills needed to become literate adults. As indicated above, in 2018-19, the proportion of students at the acceptable standard has remained stable for English Language Arts 9.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Percentages of Self-Identified First Nations, Métis, and Inuit Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Language Arts

Subject	Standard	2014-15	2015-16	2016-17	2017-18	Previous 3-year average	2018-19	2019-20	2020-21	Targets 2020-21
Grade 6										
English Language Arts	excellence acceptable	7.3 69.0	7.1 69.3	6.5 67.9	5.5 69.0	6.4 68.8	6.3 71.6	Data not available		
French Language Arts	excellence acceptable	10.1 76.4	7.8 78.9	5.6 72.2	5.2 74.1	6.2 75.1	6.6 81.3			
Français	excellence acceptable	0.0 85.7	* *	* *	0.0 100.0	- -	0.0 80.0			
Grade 9										
English Language Arts	excellence acceptable	4.0 54.5	4.4 56.2	4.8 57.0	4.9 54.4	4.7 55.8	4.2 55.0	Data not available		
English Language Arts (Knowledge and Employability)	excellence acceptable	5.1 57.2	3.2 54.5	3.6 51.7	4.5 53.5	3.8 53.2	5.0 56.3			
French Language Arts	excellence acceptable	3.7 74.1	1.3 58.7	8.2 75.3	4.5 71.9	4.7 68.6	5.4 67.7			
Français	excellence acceptable	* *	* *	* *	30.0 100.0	- -	11.1 77.8			
Overall Language Arts										
	excellence acceptable	5.8 62.4	5.7 63.0	5.6 62.5	5.2 62.1	5.5 62.5	5.4 64.3	Data not available	5.6 64.6	

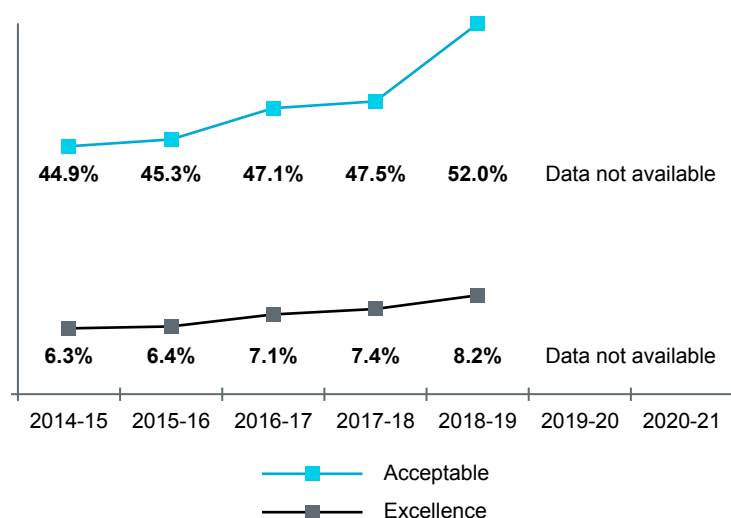
Source: Alberta Education

Notes:

- The targets for 2020-21 were set in February 2020, based on 2018-19 data.
- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, and Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results over time.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- An asterisk (*) indicates data suppression has been applied because fewer than six self-identified First Nations, Métis, and Inuit students wrote the test. A dash (-) indicates that there is insufficient data to calculate the previous three year average.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 131-132.

Supplementary Information:**Other subjects—Overall First Nations, Métis, and Inuit Achievement Test Results in Social Studies****Discussion**

- Overall results in Social Studies are calculated as an average of the results in the following three subjects, weighted by the number of individuals that were enrolled:
 - Social Studies 6
 - Social Studies 9
 - Social Studies 9 (Knowledge and Employability)
- From 2014-15 to 2018-19, the overall proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard in Social Studies has increased over time. The proportion achieving the standard of excellence has also increased over time.

Overall Percentages of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Grades 6 and 9 Provincial Achievement Tests in Social Studies

Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, and Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results over time.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall Social Studies results are a weighted average based on total enrolment in Grades 6 and 9 Social Studies courses.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 131-132.

Discussion (continued):

- From 2014-15 to 2018-19, the overall participation rate for students taking Social Studies provincial achievement tests increased over time.

Self-Identified First Nations, Métis, and Inuit Student Participation Rates for Social Studies Provincial Achievement Tests (in percentages)

Subject	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Grade 6							
Social Studies	85	87	86	86	87	Data not available	
Grade 9							
Social Studies	80	81	82	81	80	Data not available	
Social Studies (Knowledge and Employability)	80	77	77	82	82		
Overall Social Studies							
	82.6	83.4	84.0	83.7	83.9	Data not available	

Source: Alberta Education

Notes:

- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Discussion (continued):

- Based on the previous three-year average and 2018-19 data, the current proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard increased for Social Studies 6 and 9, and remained stable for Social Studies 9 (Knowledge and Employability).
- Based on the previous three-year average and 2018-19 data, the current proportion of self-identified First Nations, Métis, and Inuit students achieving the standard of excellence increased for Social Studies 6, and remained stable for Social Studies 9 and Social Studies 9 (Knowledge and Employability).
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Percentages of Self-Identified First Nations, Métis, and Inuit Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Social Studies

						Previous 3-year average			
Subject	Standard	2014-15	2015-16	2016-17	2017-18		2018-19	2019-20	2020-21
Grade 6									
Social Studies	excellence acceptable	5.9 47.6	6.7 49.0	7.4 50.6	7.5 52.8	7.2 50.8	8.9 57.7	Data not available	
Grade 9									
Social Studies	excellence acceptable	6.7 40.6	5.8 40.5	6.8 43.2	6.8 41.2	6.5 41.6	6.8 44.7	Data not available	
Social Studies (Knowledge and Employability)	excellence acceptable	8.4 55.2	7.2 49.4	8.0 47.1	12.3 48.8	9.2 48.4	12.9 53.9		
Overall Social Studies									
	excellence acceptable	6.3 44.9	6.4 45.3	7.1 47.1	7.4 47.5	7.0 46.6	8.2 52.0	Data not available	

Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, and Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 131-132.

Performance Measure 2.b:**Overall First Nations, Métis, and Inuit Student Achievement Test Results
in Mathematics*****Rationale***

- Overall First Nations, Métis, and Inuit student achievement of standards on provincial achievement tests is a sound indicator of whether elementary and junior high self-identified First Nations, Métis, and Inuit students are achieving high standards in Mathematics, an important outcome for Alberta's K–12 education system.

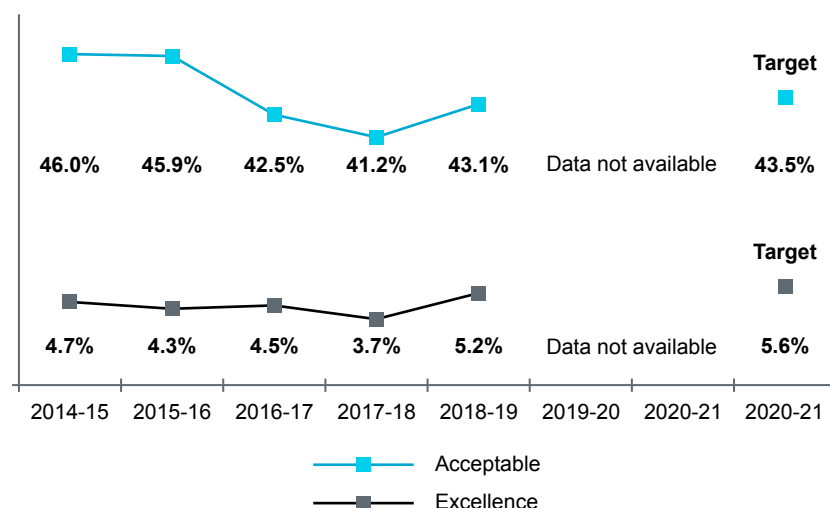
Target

- The targets for the overall Mathematics results could not be assessed as current year data is not available due to COVID-19 disruption.

Discussion

- Overall results in Mathematics are calculated as an average of the results in the following three subjects weighted by the number of individuals that were enrolled:
 - Mathematics 6
 - Mathematics 9
 - Mathematics 9 (Knowledge and Employability)
- From 2014-15 to 2018-19, the overall proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard in Mathematics has decreased over time while the proportion achieving the standard of excellence has remained stable. The decline in overall Mathematics results in 2016-17 and 2017-18 could have been due to the inclusion of number-operation questions without using calculators. These questions were added to Part A Mathematics 6 in 2016-17 and Mathematics 9 in 2017-18, respectively. Mathematics results have started to improve in 2018-19.
- To support student learning in core subjects, the ministry provides programs of study and implementation guides for teachers and develops or authorizes learning resources for students in all grades and subjects.

Overall Percentages of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Grade 6 and 9 Provincial Achievement Tests in Mathematics



Source: Alberta Education

Notes:

- The targets for 2020-21 were set in February 2020, based on 2018-19 data.
- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, and Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall Mathematics results are a weighted average based on total enrolment in Grades 6 and 9 Mathematics courses.
- Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016-17 and Mathematics 9 in 2017-18, respectively.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 131-132.

Discussion (continued):

- From 2014-15 to 2018-19, the overall participation rate for self-identified First Nations, Métis, and Inuit students taking Mathematics provincial achievement tests was stable over time.

Self-Identified First Nations, Métis, and Inuit Student Participation Rates for Mathematics Provincial Achievement Tests (in percentages)

Subject	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Grade 6							
Mathematics	86	87	86	86	87	Data not available	
Grade 9							
Mathematics	81	81	81	78	78	Data not available	
Mathematics (Knowledge and Employability)	82	81	77	80	83		
Overall Mathematics							
	83.7	83.9	83.7	82.2	83.1	Data not available	

Source: Alberta Education

Notes:

- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Performance Measure 2.b:**First Nations, Métis, and Inuit Student Achievement Test Results in Mathematics by Individual Subject for Students in Grades 6 and 9*****Rationale***

- Self-identified First Nations, Métis, and Inuit student results on provincial achievement tests in each grade and subject provide detailed information on whether self-identified elementary and junior high self-identified First Nations, Métis, and Inuit students are achieving high standards in Mathematics, an important outcome for Alberta's K–12 education system.

Target

- Targets for individual Mathematics subject results were not set in the 2020-23 business plan.

Discussion

- Based on the previous three-year average and 2018-19 data, the current proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard has increased for Mathematics 6, has decreased for Mathematics 9, and has remained stable for Mathematics 9 (Knowledge and Employability).
- Based on the previous three-year average and 2018-19 data, the current proportion of self-identified First Nations, Métis, and Inuit students achieving the standard of excellence has remained stable for Mathematics 6, Mathematics 9 and Mathematics 9 (Knowledge and Employability).
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Percentages of Self-Identified First Nations, Métis, and Inuit Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Mathematics

Subject	Standard	2014-15	2015-16	2016-17	2017-18	Previous 3-year average	2018-19	2019-20	2020-21	Targets 2020-21
Grade 6										
Mathematics	excellence acceptable	3.9 51.2	3.6 49.0	3.4 44.4	3.0 49.1	3.3 47.5	4.2 50.5	Data not available		
Grade 9										
Mathematics	excellence acceptable	4.7 37.9	4.7 41.1	5.2 39.9	3.4 30.7	4.5 37.2	5.4 31.5	Data not available		
Mathematics (Knowledge and Employability)	excellence acceptable	10.4 58.3	6.1 51.6	9.0 46.2	10.7 51.4	8.6 49.7	11.4 55.0			
Overall Mathematics										
	excellence acceptable	4.7 46.0	4.3 45.9	4.5 42.5	3.7 41.2	4.2 43.2	5.2 43.1	Data not available		5.6 43.5

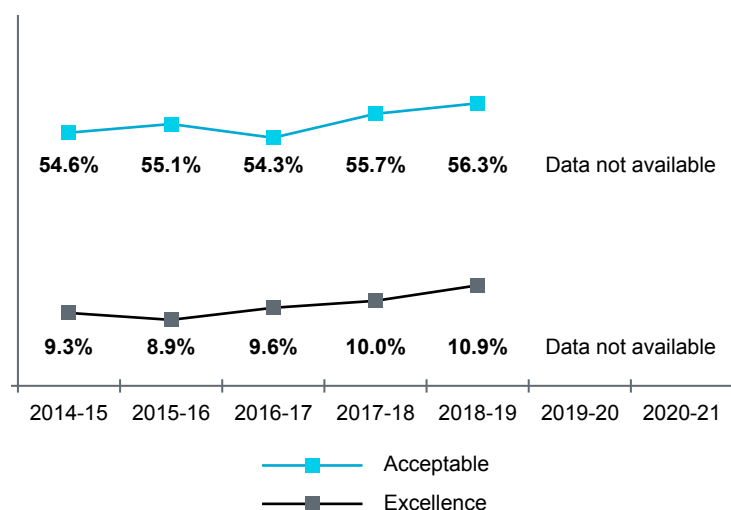
Source: Alberta Education

Notes:

- The targets for 2020-21 were set in February 2020, based on 2018-19 data.
- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, and Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016-17 and Mathematics 9 in 2017-18, respectively.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 131-132.

Supplementary Information:**Other subjects—Overall First Nations, Métis, and Inuit Achievement Test Results in Science****Discussion**

- Overall results in Science are calculated as an average of the results in the following three subjects, weighted by the number of individuals that were enrolled:
 - Science 6
 - Science 9
 - Science 9 (Knowledge and Employability)
- From 2014-15 to 2018-19, the overall proportions of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard and the standard of excellence in Science increased over time.

Overall Percentages of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Grade 6 and 9 Provincial Achievement Tests in Science

Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, and Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall Science results are a weighted average based on total enrolment in Grades 6 and 9 Science courses.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 131-132.

Discussion (continued):

- From 2014-15 to 2018-19, the overall participation rate for self-identified First Nations, Métis, and Inuit students taking Science provincial achievement tests was stable over time.

Self-Identified First Nations, Métis, and Inuit Student Participation Rates for Science Provincial Achievement Tests (in percentages)

Subject	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Grade 6							
Science	87	88	86	87	87	Data not available	
Grade 9							
Science	82	83	82	81	80	Data not available	
Science (Knowledge and Employability)	81	80	77	82	81		
Overall Science							
	84.4	85.0	83.7	83.8	83.7	Data not available	

Source: Alberta Education

Notes:

- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Discussion (continued):

- Based on the previous three-year average and 2018-19 data, the current proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard has remained stable for Science 6, Science 9 and Science 9 (Knowledge and Employability).
- Based on the previous three-year average and 2018-19 data, the current proportion of self-identified First Nations, Métis, and Inuit students achieving the standard of excellence has increased for Science 9. The proportion achieving the standard of excellence for Science 6 and for Science 9 (Knowledge and Employability) is considered stable as current results are not significantly different from the previous three year average.
- Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.
- Participation in provincial achievement tests was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.

Percentages of Self-identified First Nations, Métis, and Inuit Students in Grades 6 and 9 Who Achieved Standards on Provincial Achievement Tests in Science

						Previous 3-year average			
Subject	Standard	2014-15	2015-16	2016-17	2017-18		2018-19	2019-20	2020-21
Grade 6									
Science	excellence acceptable	10.6 57.8	10.3 58.6	11.7 57.8	11.5 58.9	11.2 58.4	11.9 59.2	Data not available	
Grade 9									
Science	excellence acceptable	7.5 50.0	7.3 50.6	7.3 50.3	8.0 51.7	7.6 50.9	10.2 52.8	Data not available	
Science (Knowledge and Employability)	excellence acceptable	12.3 62.0	8.0 58.8	8.6 55.2	12.2 58.9	9.6 57.6	6.1 56.2		
Overall Science									
	excellence acceptable	9.3 54.6	8.9 55.1	9.6 54.3	10.0 55.7	9.5 55.0	10.9 56.3	Data not available	

Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, and Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Knowledge and Employability courses are designed for students who meet enrolment criteria and learn best through experiences that integrate essential and employability skills in occupational contexts.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Provincial Achievement Tests, pages 131-132.

Performance Measure 2.c:**Overall First Nations, Métis, and Inuit Student Diploma Examination Results
in Language Arts*****Rationale***

- Self-identified First Nations, Métis, and Inuit student results on diploma examinations are a solid indicator of whether high school students are achieving high standards.
- The Language Arts diploma examination measure is an aggregate of four Language Arts courses. This reflects a focus on fundamental literacy skills, an important outcome for Alberta's K–12 education system.

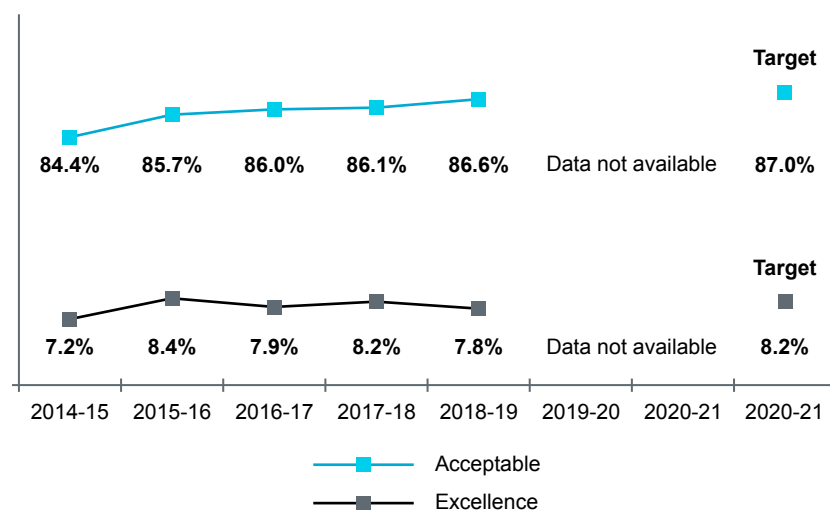
Targets

- The targets for overall Language Arts diploma examination results could not be assessed as current year data is not available due to COVID-19 disruption.

Discussion

- The Language Arts measure is an average of the results in the following four subjects, weighted by the total number of individuals that wrote each of the exams:
 - English Language Arts 30-1
 - English Language Arts 30-2
 - French Language Arts 30-1
 - Français 30-1
- Based on 2014-15 to 2018-19 data, the overall proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard in Language Arts has increased while the proportion achieving the standard of excellence has remained stable.

Overall Percentages of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Diploma Examinations in Language Arts



Source: Alberta Education

Notes:

- The targets for 2020-21 were set in February 2020, based on 2018-19 data.
- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Language Arts are a weighted average of results for the four Language Arts subjects.
- Due to the COVID-19 pandemic, diploma exams were cancelled in spring 2020. During the 2020-2021 school year, diploma exams were optional and administered only to students who chose to take them.
- Participation in diploma examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Diploma Examinations, page 132.

Discussion (continued):

- Based on the previous three-year average and 2018-19 data, the proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard has increased for English Language Arts 30-1 and remained stable for English Language Arts 30-2.
- Based on the previous three-year average and 2018-19 data, the proportion of self-identified First Nations, Métis, and Inuit students achieving the standard of excellence has remained stable over time for English Language Arts 30-1 and English Language Arts 30-2.
- The number of self-identified First Nations, Métis, and Inuit students writing French Language Arts 30-1 and Français 30-1 exams was too small to make comparisons over time.

Percentages of Self-Identified First Nations, Métis, and Inuit Students Writing Language Arts Diploma Examinations Who Achieved Standards

Subject	Standard	2014-15	2015-16	2016-17	2017-18	Previous 3-year average	2018-19	2019-20	2020-21	Targets 2020-21
English Language Arts 30-1	excellence acceptable	5.4 79.4	4.7 80.7	6.7 80.1	5.9 83.1	5.8 81.3	5.4 84.4	Data not available		
English Language Arts 30-2	excellence acceptable	8.4 87.4	11.2 89.2	8.8 90.0	10.0 88.5	10.0 89.2	9.7 88.4			
French Language Arts 30-1	excellence acceptable	3.1 93.8	4.3 91.3	8.7 91.3	5.4 83.8	6.1 88.8	0.0 81.3			
Français 30-1	excellence acceptable	* *	* *	n/a n/a	* *	- -	n/a n/a			
Overall Language Arts	excellence acceptable	7.2 84.4	8.4 85.7	7.9 86.0	8.2 86.1	8.2 85.9	7.8 86.6			8.2 87.0

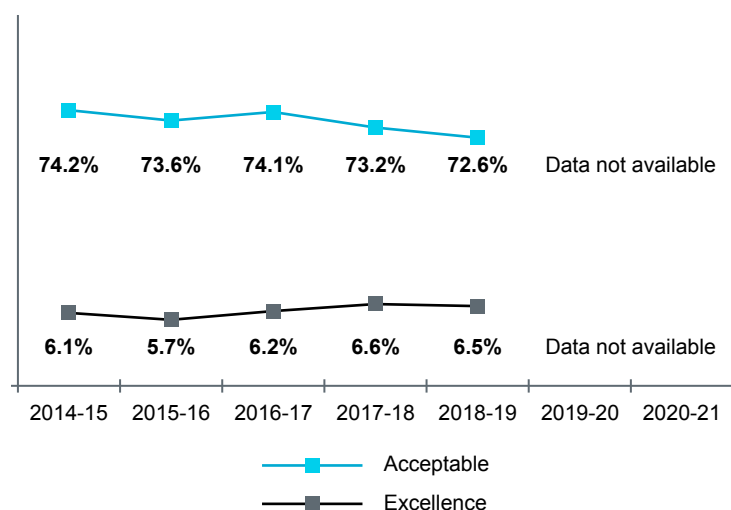
Source: Alberta Education

Notes:

- The targets for 2020-21 were set in February 2020, based on 2018-19 data.
- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Asterisk (*) indicates data suppression has been applied because fewer than six self-identified First Nations, Métis, and Inuit students wrote the test, while n/a indicates no self-identified First Nations, Métis, and Inuit students wrote the test.
- Equating of diploma examinations has been phased in over the past number of years making results directly comparable from year-to-year for the equated tests. Results are comparable for all years reported from 2014-15 to 2018-19 for English Language Arts 30-1 and 30-2, but not for French Language Arts 30-1 and Français 30-1.
- Overall results for Language Arts are a weighted average of results for the four Language Arts subjects.
- Due to the COVID-19 pandemic, diploma exams were cancelled in spring 2020. During the 2020-2021 school year, diploma exams were optional and administered only to students who chose to take them.
- Participation in diploma examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Diploma Examinations, page 132.

Supplementary Information:**Overall First Nations, Métis, and Inuit Student Diploma Examination Results in Social Studies****Discussion**

- Overall diploma exam results in Social Studies are an average of the results in the following two subjects, weighted by the total number of individuals that wrote each of the exams:
 - Social Studies 30-1
 - Social Studies 30-2
- Based on 2014-15 to 2018-19 data, the overall proportions of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard and the standard of excellence in Social Studies have remained stable over time.

Overall Percentages of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Diploma Examinations in Social Studies

Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Social Studies are a weighted average of results for the two Social Studies subjects.
- Due to the COVID-19 pandemic, diploma exams were cancelled in spring 2020. During the 2020-2021 school year, diploma exams were optional and administered only to students who chose to take them.
- Participation in diploma examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Diploma Examinations, page 132.

Discussion (continued):

- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the acceptable standard has remained stable for Social Studies 30-1 and Social Studies 30-2.
- Based on the previous three-year average and 2018-19 data, the proportion of students achieving the standard of excellence has remained stable over time for Social Studies 30-1 and Social Studies 30-2.

Percentages of Self-identified First Nations, Métis, and Inuit Students Writing Social Studies Diploma Examinations Who Achieved Standards

Subject	Standard	2014-15	2015-16	2016-17	2017-18	Previous 3-year average	2018-19	2019-20	2020-21
Social Studies 30-1	excellence	6.4	6.6	6.3	8.1	7.0	7.6	Data not available	
	acceptable	77.6	72.5	77.1	75.3	74.9	77.3		
Social Studies 30-2	excellence	5.9	5.3	6.1	5.8	5.8	5.8		
	acceptable	72.7	74.1	72.7	72.2	73.0	70.1		
Overall Social Studies	excellence	6.1	5.7	6.2	6.6	6.2	6.5		
	acceptable	74.2	73.6	74.1	73.2	73.6	72.6		

Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Social Studies are a weighted average of results for the two Social Studies subjects.
- Due to the COVID-19 pandemic, diploma exams were cancelled in spring 2020. During the 2020-2021 school year, diploma exams were optional and administered only to students who chose to take them.
- Participation in diploma examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Diploma Examinations, page 132.

Performance Measure 2.d:**Overall First Nations, Métis, and Inuit Student Diploma Examination Results
in Mathematics*****Rationale***

- Self-identified First Nations, Métis, and Inuit student results on diploma examinations are a solid indicator of whether high school students are achieving high standards.
- The Mathematics diploma examination measure is an aggregate of two courses. This measure reflects a focus on development of mathematical reasoning and problem-solving skills, which are important outcomes for Alberta's K–12 education system.

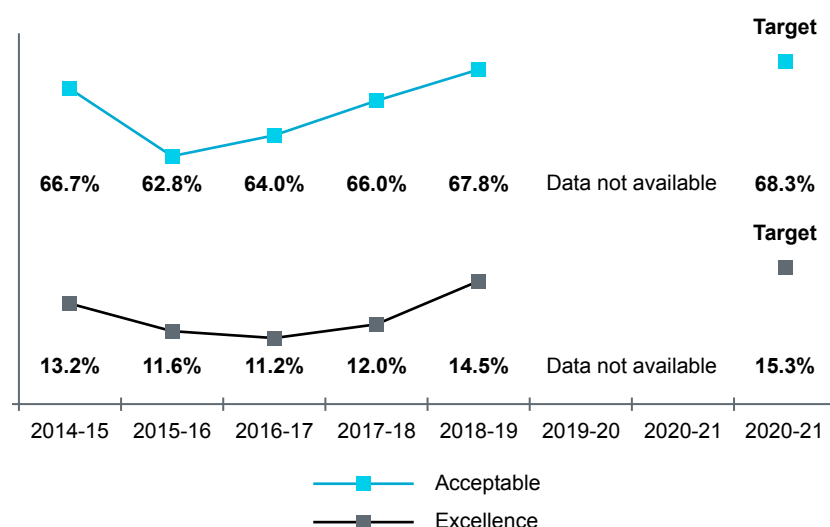
Targets

- The targets for overall Mathematics diploma examination results could not be assessed as current year data is not available due to COVID-19 disruption.

Discussion

- The Mathematics measure is an average of the results in the following two subjects, weighted by the total number of individuals that wrote each of the exams:
 - Mathematics 30-1
 - Mathematics 30-2
- The overall proportions of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard and the standard of excellence in Mathematics have increased since 2016-17. Note that Mathematics results were not directly comparable prior to 2016-17 as equating for Mathematics 30-1 and Mathematics 30-2 was not in place until the 2016-17 school year.

Overall Percentages of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Diploma Examinations in Mathematics



Source: Alberta Education

Notes:

- The targets for 2020-21 were set in February 2020, based on 2018-19 data.
- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Mathematics are a weighted average of results for the two Mathematics subjects.
- Any results prior to 2016-2017 were not directly comparable, as equating for Mathematics 30-1 and Mathematics 30-2 was not in place until the 2016-17 school year.
- Starting from the 2018-19 school year, written-response questions have been added as part of the Mathematics 30-1 and Mathematics 30-2 diploma examinations.
- Due to the COVID-19 pandemic, diploma exams were cancelled in spring 2020. During the 2020-2021 school year, diploma exams were optional and administered only to students who chose to take them.
- Participation in diploma examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Diploma Examinations, page 132.

Discussion (continued):

- For Mathematics 30-1 and Mathematics 30-2, comparisons over time are not included as equating was not in place for those subjects until the 2016-17 school year.

Percentages of Self-identified First Nations, Métis, and Inuit Students Writing Mathematics Diploma Examinations Who Achieved Standards

Subject	Standard	2014-15*	2015-16*	2016-17	2017-18	2018-19	2019-20	2020-21	Targets 2020-21
Mathematics 30-1	excellence acceptable	16.6 64.2	11.6 54.1	14.6 59.2	15.3 61.3	18.2 61.7	Data not available		
Mathematics 30-2	excellence acceptable	10.3 69.0	11.6 69.4	8.8 67.4	9.7 69.1	12.0 72.0			
Overall Mathematics	excellence acceptable	13.2 66.7	11.6 62.8	11.2 64.0	12.0 66.0	14.5 67.8			15.3 68.3

*Any results prior to 2016-17 are not directly comparable, as equating was not in place until the 2016-17 school year.

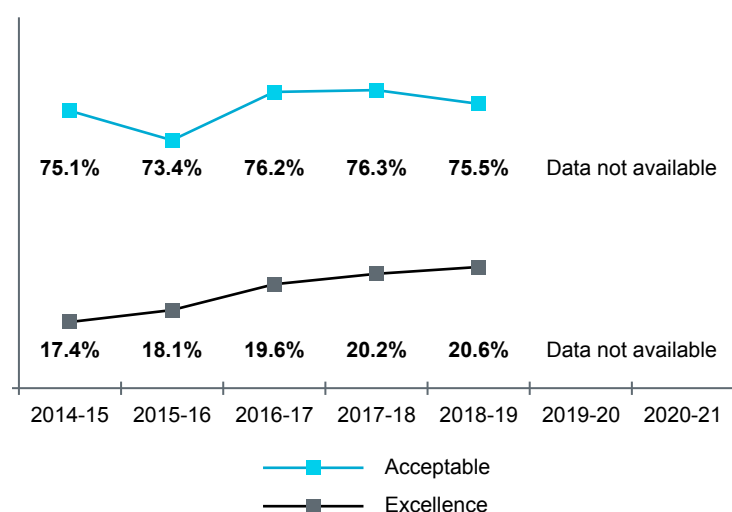
Source: Alberta Education

Notes:

- The targets for 2020-21 were set in February 2020, based on 2018-19 data.
- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- Overall results for Mathematics are a weighted average of results for the two Mathematics subjects.
- Any results prior to 2016-17 were not directly comparable, as equating for Mathematics 30-1 and Mathematics 30-2 was not in place until the 2016-17 school year.
- Starting from the 2018-19 school year, written-response questions have been added as part of the Mathematics 30-1 and Mathematics 30-2 diploma examinations.
- Due to the COVID-19 pandemic, diploma exams were cancelled in spring 2020. During the 2020-2021 school year, diploma exams were optional and administered only to students who chose to take them.
- Participation in diploma examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Diploma Examinations, page 132.

Supplementary Information:**Other subjects—Overall First Nations, Métis, and Inuit Student Diploma Examination Results in the Sciences****Discussion**

- Overall diploma exam results in the Sciences are an average of the results in the following four subjects, weighted by the total number of individuals that wrote each of the exams:
 - Biology 30
 - Chemistry 30
 - Physics 30
 - Science 30
- Based on 2014-15 to 2018-19 data, the overall proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard in the Sciences has remained stable over time, while the proportion achieving the standard of excellence has increased.

Overall Percentages of Self-Identified First Nations, Métis, and Inuit Students Who Achieved Standards on Diploma Examinations in the Sciences

Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for the Sciences are a weighted average of results for the four Science subjects.
- Due to the COVID-19 pandemic, diploma exams were cancelled in spring 2020. During the 2020-2021 school year, diploma exams were optional and administered only to students who chose to take them.
- Participation in diploma examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Diploma Examinations, page 132.

Discussion (continued):

- Based on the previous three-year average and 2018-19 data, the proportion of self-identified First Nations, Métis, and Inuit students achieving the acceptable standard has been stable over time for Biology 30, Chemistry 30, Physics 30, and Science 30.
- Based on the previous three-year average and 2018-19 data, the proportion of self-identified First Nations, Métis, and Inuit students achieving the standard of excellence has been stable over time for Biology 30, Chemistry 30, Physics 30 and Science 30.

Percentages of Self-identified First Nations, Métis, and Inuit Students Writing Science Diploma Examinations Who Achieved Standards

Subject	Standard	2014-15	2015-16	2016-17	2017-18	Previous 3-year average	2018-19	2019-20	2020-21
Biology 30	excellence	17.4	16.1	16.5	17.3	16.6	17.8	Data not available	
	acceptable	75.9	72.2	73.9	75.7	73.9	72.6		
Chemistry 30	excellence	16.5	17.6	23.2	19.9	20.2	23.7		
	acceptable	71.6	72.2	74.8	69.7	72.2	72.9		
Physics 30	excellence	20.6	24.5	26.8	24.0	25.1	25.9		
	acceptable	78.4	75.5	82.6	76.9	78.3	74.1		
Science 30	excellence	16.6	19.2	17.9	24.4	20.5	19.5		
	acceptable	76.1	76.1	79.0	84.1	79.7	84.1		
Overall Science	excellence	17.4	18.1	19.6	20.2	19.3	20.6		
	acceptable	75.1	73.4	76.2	76.3	75.3	75.5		

Source: Alberta Education

Notes:

- The results reported are solely based on students who identified themselves as Indian/First Nations, Métis, or Inuit. These students may not be fully representative of the population of Indigenous students. Discretion should be applied when interpreting the results.
- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results for Sciences are a weighted average of results for the four Science subjects.
- Due to the COVID-19 pandemic, diploma exams were cancelled in spring 2020. During the 2020-2021 school year, diploma exams were optional and administered only to students who chose to take them.
- Participation in diploma examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- See Endnote B, page 126, for information on assessing results over time.
- See Endnote C, Diploma Examinations, page 132.

Performance Measure 2.e:**Diploma Examination Participation of Self-Identified First Nations, Métis, and Inuit Students*****Rationale***

- Participation in four or more diploma examinations reflects the intent of the Alberta programs of study and gives appropriate emphasis to the four core subjects of language arts, mathematics, the sciences and social studies, which are the foundation of basic education.

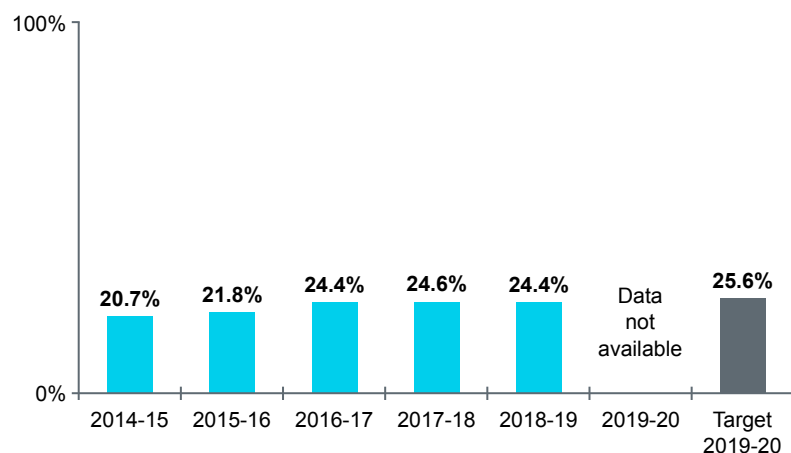
Target

- The target for the diploma examination participation rate could not be assessed as current year data is not available due to COVID-19 disruption.

Discussion

- In 2018-19, 24.4 per cent of self-identified First Nations, Métis, and Inuit high school students wrote four or more diploma examinations.
- Results have increased over time.
- The ministry is acting to improve results in this area by:
 - Providing students writing diploma exams the opportunity to use additional writing time to complete assessments.
 - Streamlining processes for other accommodations, such as eliminating the application process for accommodations and provisions. Accommodations for the purpose of writing diploma exams are reviewed and managed at the school level.
- The vast majority of self-identified First Nations, Métis, and Inuit students who have written four or more diploma examinations have taken courses in the four core subjects throughout high school. This positions them well to complete high school and enter post-secondary programs or the workplace.

Percentages of Self-Identified First Nations, Métis, and Inuit Students Writing Four or More Diploma Examinations Within Three Years of Entering Grade 10



Source: Alberta Education

Notes:

- Results for this measure lag a year. 2019-20 results were not available due to the COVID-19 related cancellations of diploma examinations in 2019-20.
- The target for 2019-20 was set in February 2020, based on 2017-18 data.
- Participation in diploma examinations was impacted by the fire in Fort McMurray in May to June 2016. Caution should be exercised when interpreting the results over time.
- Weighting of school-awarded marks in diploma courses increased from 50 per cent to 70 per cent beginning in the 2015-16 school year. Caution should be used when interpreting trends over time.
- The 2016 result for the three-year diploma examination participation rate has been adjusted to reflect the correction of the Grade 10 cohort.
- See Endnote C, Diploma Examination Participation Rate, page 133.

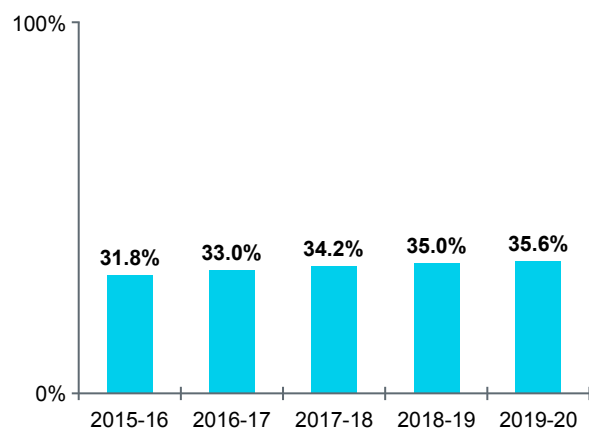
Supplementary Information:**First Nations, Métis, and Inuit Student Post-Secondary Transition Rate****Discussion:**

- The Diploma Examination Participation rate is considered a leading indicator of the Post-Secondary Transition rate.
- In 2019-20, 35.6 per cent of Alberta's self-identified First Nations, Métis, and Inuit high school students made the transition to post-secondary within six years of entering Grade 10.
- The six-year transition rate has been stable.
- The difference between the four-year transition rate and the six-year rate indicates that a substantial proportion of self-identified First Nations, Métis, and Inuit students delay their entry to post-secondary programs after high school.
- The six-year rate for First Nations, Métis, and Inuit students (35.6 per cent) is slightly more than half the rate for all Alberta students (59.7 per cent).
- The four-year rate and the six-year rate for First Nations, Métis, and Inuit students are highly correlated for the same Grade 10 cohort and the four-year rate is thus a reliable predictor of the six-year rate in subsequent years. Projections indicate that the six-year rate will remain between 33 and 35 per cent over the next few years.

Percentages of First Nations, Métis, and Inuit Students Who Enroll in Post-Secondary Programs within Four and Six Years of Entering Grade 10

Grade 10 Year	4 Year Rate and Year		6 Year Rate and Year	
2010-11	17.8%	2013-14	31.8%	2015-16
2011-12	17.8%	2014-15	33.0%	2016-17
2012-13	17.3%	2015-16	34.2%	2017-18
2013-14	19.3%	2016-17	35.0%	2018-19
2014-15	20.3%	2017-18	35.6%	2019-20
2015-16	22.2%	2018-19		
2016-17	20.6%	2019-20		

Source: Alberta Education

First Nations, Métis, and Inuit High School to Post-Secondary Transition Rate Within Six Years of Entering Grade 10

Source: Alberta Education

Notes:

- First Nations, Métis, and Inuit student enrolment in a post-secondary program includes attending a publicly funded post-secondary institution in Alberta or registering in an Alberta apprenticeship program.
- The post-secondary transition rates include adjustments for attrition using estimates from Statistics Canada, and for students who attend post-secondary outside the province using estimates from the Ministry of Advanced Education.
- See Endnote B, page 126, for information on assessing results relative to targets.
- See Endnote C, High School to Post-Secondary Transition Rates, pages 129-130.

Performance Measure 2.f:**High School Completion of Self-Identified First Nations, Métis, and Inuit Students*****Rationale***

- High school completion of self-identified First Nations, Métis, and Inuit students is important for entry to the labour force and post-secondary programs. While the majority of self-identified First Nations, Métis, and Inuit students complete high school within three years of entering Grade 10, the five-year rate recognizes that it may take more time for some self-identified First Nations, Métis, and Inuit students to finish high school.
- In addition to those who earn a high school diploma or certificate, Alberta's high school completion rate of self-identified First Nations, Métis, and Inuit students also includes students who enter an Alberta post-secondary institution or an apprenticeship program within five years of entering Grade 10. This acknowledges that students have completed the high school courses they need to continue their education in a post-secondary program.

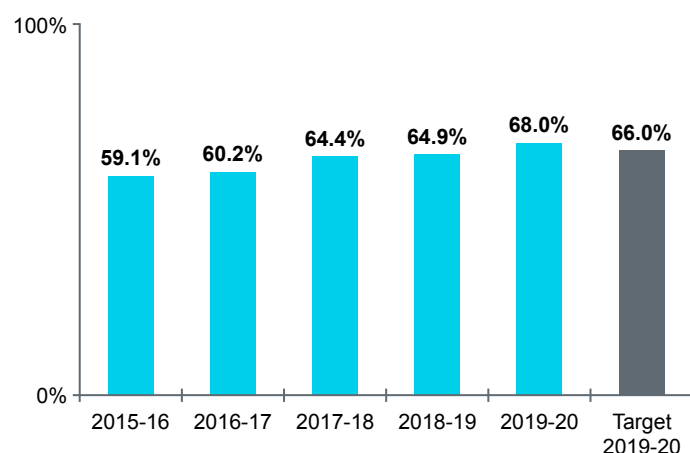
Target

- The target was exceeded.

Discussion

- In 2019-20, 68.0 per cent of self-identified First Nations, Métis, and Inuit students completed high school within five years of entering Grade 10.
- The high school completion rate of self-identified First Nations, Métis, and Inuit students has increased over time by 8.9 per cent from 59.1 per cent in 2015-16 to 68.0 per cent in 2019-20.
- The three-year rate, 61.9 per cent, has also shown a significant improvement compared with the period from 2015-2017 when it was under 54 per cent.
- Of the students who complete high school in five years, most (about 88 per cent in 2019-20) complete in three years. The three-year rate is also highly correlated with the five-year rate, which makes the three-year rate a reliable predictor of the five-year rate in subsequent years. Projections indicate the five-year rate is likely to increase by four percentage points over the next few years.

High School Completion Rate of Self-Identified First Nations, Métis, and Inuit Students Within Five Years of Entering Grade 10



Source: Alberta Education

Notes:

- The most recent results are for 2019-20 as the data for this measure lag a year.
- The target for 2019-20 was set in February 2020, based on 2017-18 data.
- Included in the calculation of high school completion rates is an estimated adjustment for attrition (i.e., students moving out of province) using Statistics Canada estimates of out-migration.
- Weighting of school-awarded marks in diploma courses increased from 50 per cent to 70 per cent beginning in the 2015-16 school year. Caution should be exercised when interpreting trends over time.
- The 2016 result for the three-year high school completion rate has been adjusted to reflect the correction of the Grade 10 cohort.
- See Endnote B, page 126, for information on assessing results relative to targets.
- See Endnote C, High School Completion Rates, page 129.

Percentages of First Nations, Métis, and Inuit Students who Completed High School within Three and Five Years of Entering Grade 10

Grade 10 Year	3 Year Rate and Year		5 Year Rate and Year	
2011-12	47.7%	2013-14	59.1%	2015-16
2012-13	50.2%	2014-15	60.2%	2016-17
2013-14	53.7%	2015-16	64.4%	2017-18
2014-15	53.3%	2016-17	64.9%	2018-19
2015-16	56.6%	2017-18	68.0%	2019-20
2016-17	55.8%	2018-19		
2017-18	61.9%	2019-20		

Source: Alberta Education

Notes:

- High school diplomas were awarded to all eligible students at the discretion of their principals in the absence of the diploma examinations in 2019-20. Caution should be used when interpreting high school completion trends over time.
- During the creation of the 2016 Grade 10 cohort, a small number of students were incorrectly identified by their authority as being in Grade 10. The 2016 result for the three-year high school completion rate has been adjusted to reflect the correction of the Grade 10 cohort.

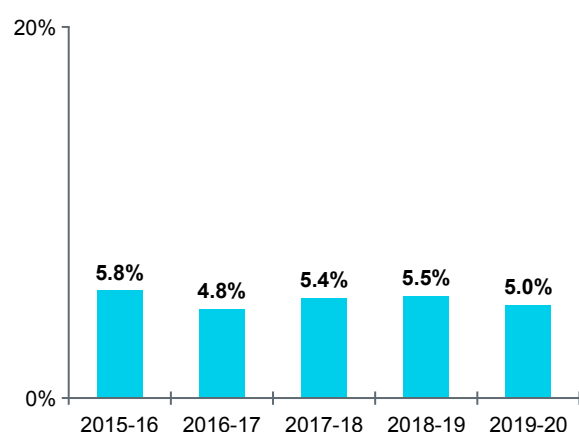
Supplementary Information

Annual Dropout Rate of Self-Identified First Nations, Métis, and Inuit Students

Discussion

- The dropout rate is considered a leading indicator for the High School Completion rate.
- Enrolment data indicate that 5.0 per cent of self-identified First Nations, Métis, and Inuit students aged 14-18 dropped out of school in 2019-20.
- Based on 2019-20 data, the dropout rate for self-identified First Nations, Métis, and Inuit students, 5.0 per cent, is approximately twice the rate for students overall, 2.6 per cent for the same period. However, based on 2015-16 to 2019-20 data, the dropout rate for self-identified First Nations, Métis, and Inuit students has improved significantly over time.
- Efforts to improve high school completion rates, as well as the strategies to improve First Nations, Métis, and Inuit parent and community engagement, are being implemented to encourage First Nations, Métis, and Inuit students to complete school and help reduce their dropout rate.
- Dropping out of school may be a temporary interruption of a student's education. Of the self-identified First Nations, Métis, and Inuit students who dropped out in 2018-19, about 19 per cent resumed their education in 2019-20.
- Some self-identified First Nations, Métis, and Inuit students who do not complete high school in the basic education system do so as young adults in the adult learning system.

Annual Dropout Rates of Self-Identified First Nations, Métis, and Inuit Students Aged 14-18



Source: Alberta Education

Notes:

- Self-identified First Nations, Métis, and Inuit students aged 14-18 who, in the following year, are not enrolled in school (a K-12 school, an Alberta post-secondary institution or apprenticeship program) and have not completed high school are included in the annual dropout rate. For example, students aged 14-18 in 2018-19 were tracked for one year. Those who were not enrolled and had not completed are included in the 2019-20 dropout rate.
- See Endnote C, page 128, for more information on the calculation of self-identified First Nations, Métis, and Inuit Annual Dropout Rate.

Outcome Three

Alberta has excellent teachers, school leaders, and school authority leaders

The ministry maintains high standards for teachers, school leaders and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and learning for all.

Ensuring that Alberta's education system has excellent teachers, school leaders and school authority leaders was achieved by:

- supporting the updated teaching quality standard and the new leadership and superintendent leadership quality standards;
- providing guidance on teacher and school leader performance evaluation;
- supporting the development of the teaching workforce in areas of demand and need; and,
- enhancing the level of subject matter expertise in the teacher workforce in collaboration with the Ministry of Advanced Education.

Key Objectives

3.1 Support the updated teaching quality standard and the new leadership and superintendent leadership quality standards.

Professional Practice Standards

The professional practice standards identify the competency requirements that teachers and teacher leaders must meet in Alberta. Professional practice standards guide university and other education programming for teachers and teacher leaders, provide the basis for teacher certification, mentorship, induction and career-long learning and serve as the foundation for teacher growth planning, supervision and evaluation of professional practice.

The three professional practice standards for the teaching profession in Alberta include:

- The Teaching Quality Standard, which outlines the competencies for teachers who work directly with students.
- The Leadership Quality Standard, which outlines the competencies that principals and school jurisdiction leaders must demonstrate to create the conditions under which teachers can do their best work.
- The Superintendent Leadership Quality Standard, which outlines the competencies that superintendents must demonstrate to create the conditions under which school leaders and teachers can do their best work.

In 2019, the revised Teaching Quality Standard came into effect and the Leadership Quality Standard and Superintendent Leadership Quality Standard were introduced to strengthen the quality of school leadership and teaching to provide optimized learning for all children. In 2020-21, Alberta Education continued to support educators meet the revised standards by:

- Delivering teaching certification information sessions to the University of Alberta, Ambrose University, University of Calgary, Concordia University of Alberta, and St. Mary's University.

- Supporting the Teacher Workforce Information System (TWINS), which is an online teacher registry, to issue leadership related certifications.
 - Nearly 4,499 leadership certifications have been issued, with a further 170 applications pending, ensuring across-the-board accountability of leaders in the education system.
- Supporting research studies to provide long-term measurement and information on the impact of implementation of the professional standards in school authorities across the province, including a four-year longitudinal research study on the implementation of the standards.

The College of Alberta School Superintendents Act was introduced in March 2021 and passed in May 2021 to make the College a legislated organization responsible for upholding the superintendent profession. This includes superintendents and chief deputy superintendents employed in public, separate, Francophone regional school authorities, and charter schools.

3.2 Provide guidance on the evaluation of teacher and school leader performance.

Teacher and School Leader Evaluation

Evaluation of teacher and school leader performance contributes to quality teaching, leading and learning in the education system. Alberta Education ensured the appointments of superintendents as designated signing authorities (DSAs) responsible for making recommendations for teacher and leadership certification in public, separate, Francophone and charter school authorities. For First Nation and independent school authorities, Alberta Education ensured the appointment of DSAs responsible for making recommendations for teachers and leaders employed in these school authority types.

3.3 Support the development of the teaching workforce in areas of demand and need.

Teaching workforce development

Alberta Education continues to support the growth and development of the teaching workforce in areas of high demand and need through teacher bursary programs. The Northern Teacher Bursary Program and Rural Practicum Bursary Program aim to respond to teacher demand in rural and northern school divisions. The Math Bursary Program aims to help Alberta teachers strengthen their knowledge, skills and confidence in teaching mathematics. The Language Teacher Bursary Program aims to support Alberta teachers improve their language fluency, teaching and skills in a language other than English, an Indigenous language or Indigenous teaching method.

In 2020-21, Alberta Education administered:

- The Northern Student Teacher Bursary Program
 - Second-year funding was issued to 20 student teachers who have committed to providing a combined total of 60 years of teaching service in northern school divisions. In 2020-21, \$324,000 was provided to this program.
- The Rural Practicum Bursary Program
 - Awards were provided to 30 teacher education students from five post-secondary institutions to complete their final teaching practicums at 23 northern or rural school divisions. In 2020-21, \$116,000 was provided to this program.

- The Math Bursary Program
 - Awards were provided to 122 current and future teachers who have completed mathematics pedagogy courses to strengthen their knowledge, skill and confidence in teaching mathematics. In 2020-21, \$124,000 was provided to this program.
- The Language Teacher Bursary Program and the Language Bursary Program for Teaching Indigenous Languages
 - Awards were provided to six applicants. Due to COVID-19 pandemic related restrictions on international travel, an alternative opportunity to the Language Teacher Bursary was developed to enable online studies.

Through federal funding received through the *Canada-Alberta Agreement for Minority-Language Education and Second-Language Instruction*, Alberta Education managed the Individual Teacher Bursary (ITB). The ITB provides federal funding for French professional development for Francophone and French language teachers throughout the province.

In 2020-21, Alberta Education allocated \$30,000 in federal funding for Francophone teacher professional development and \$90,000 in federal funding for French language teacher professional development.

Alberta Education also worked with provincial education partners to access additional federal funding for Francophone and French language teacher recruitment and retention (TRR) initiatives. In 2020-21, the federal government committed \$847,786 for TRR initiatives at the K–12 level, and \$533,688 for TRR initiatives at the post-secondary level.

3.4 Enhance the level of subject matter expertise in the teacher workforce in collaboration with the Ministry of Advanced Education.

Enhanced subject matter expertise in the teaching workforce

Alberta Education continues to research and identify opportunities to enhance the subject matter expertise in the teaching workforce. The department explored data from relevant international and pan-Canadian research studies related to the impact that the level of teachers' subject matter expertise has on student performance. The department continues to participate in the Teaching and Learning International Survey (TALIS), which is an international survey of teachers and school leaders with a focus on learning environments and working conditions, administered every five years.

Alberta Education continues to facilitate collaborative research between school authorities and post-secondary institutions through the Research Partnerships Program. One objective of the program is to support teacher professional development and growth. In 2020-21, five studies focused on research related to the Professional Practice Standards were completed. The new studies include research in the areas of reading, mathematics, COVID-19 management in the classroom, and student wellness.

The department also continued to support participation in the Career and Technology Studies Bridge to Teacher Certification Program to enable school divisions to recruit journey-certified tradespeople into teaching through a bridging program. In 2020-21, awards were provided to 13 tradespeople to qualify for interim teaching certification while completing a university bridging program to obtain their bachelor of education degree.

These initiatives cost \$895,000 in 2020-21.

Performance Measure 3.a: Teacher Preparation

Rationale

- The initial teacher education training and subsequent professional development of teachers is important to maintain the quality of the K–12 education system.

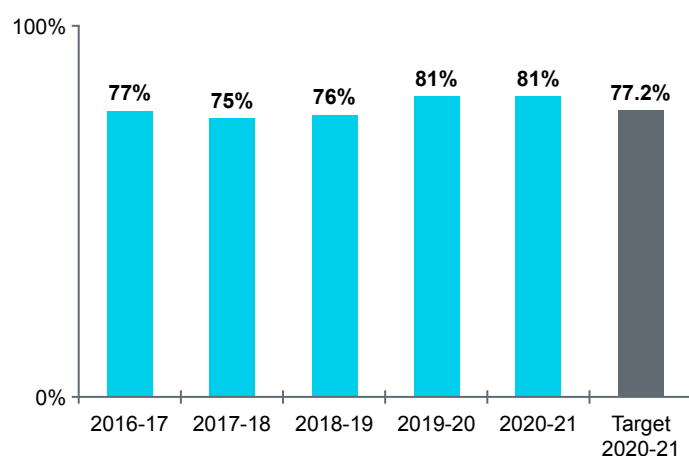
Target

- The target was exceeded.

Discussion

- Overall survey results in 2020-21 indicate that 81 per cent of teachers and school board members agreed that teachers are prepared for teaching.
- Results overall and for teachers have increased over time.
- Teachers' agreement has increased over time in the following four items:
 - teacher education program prepared them adequately to meet the Teaching Quality Standard for initial certification
 - recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers
 - professional development opportunities effectively addressed teacher's professional development needs, and
 - professional development opportunities contributed significantly to teacher's on-going professional development
- Teachers' agreement was still low regarding recent Bachelor of Education graduates being well prepared to meet their responsibilities as teachers, and professional development opportunities effectively addressing teachers' professional development needs.
- School board members' agreement that recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers has increased over time.

Overall Agreement of Teachers and School Board Members that Teachers are Prepared for Teaching



Source: Alberta Education: CCI Research Inc.: 2020 and 2021; Advanis: 2017, 2018, and 2019

Note:

- The target for 2020-21 was set in February 2020, based on 2018-19 data.

Survey Results *(in percentages)*

Respondent Group	2016-17	2017-18	2018-19	2019-20	2020-21
Teachers	68	69	67	74	74
School Board Members	86	82	85	87	88
Overall Agreement	77	75	76	81	81

Source: Alberta Education: CCI Research Inc.: 2020 and 2021; Advanis: 2017, 2018 and 2019

Notes:

- For the teacher respondent group, the percentages reported are averages of teachers' agreement that:
 - teacher education programs prepared them adequately to meet the Teaching Quality Standard for initial certification
 - recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers
 - professional development opportunities effectively addressed their professional development needs
 - professional development opportunities contributed significantly to their on-going professional development, and
 - professional development opportunities have been focused on the priorities of the school.
- For the school board member respondent group, the percentages reported are averages of school board members' agreement that:
 - recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers
 - professional development opportunities effectively addressed teachers' professional development needs
 - professional development opportunities contributed significantly to teachers' on-going professional development, and
 - professional development opportunities have been focused on the priorities of the jurisdiction.
- Overall agreement rates are the average of agreement rates for each respondent group. See Endnote A, page 124, for information on averaging results within and across respondent groups.
- See Endnote A, pages 122-123, for information on surveys conducted for Alberta Education.

Performance Measure 3.b: Student Engagement

Rationale

- Students that are engaged in their learning are more likely to achieve academic success and complete high school. Engagement also assists in developing a positive disposition towards lifelong learning and working with others in social environments.

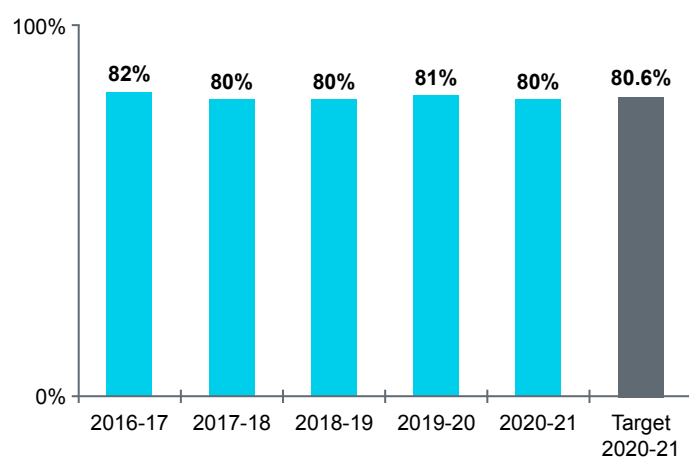
Target

- The target was met as the result is not significantly different from target value.

Discussion

- Overall survey results in 2020-21 indicate that 80 per cent of high school students and parents agreed that students are engaged in their learning at school.
- Results overall have decreased over time whereas results for parents have been high and stable.
- Parents' results have been consistently higher than those of students.
- Student agreement was lowest in the following two areas:
 - extent of student involvement in decisions made at their school and
 - hours spent by students outside of class studying and doing assignments (more than three hours).

Overall Agreement of Students and Parents that Students are Engaged in their Learning at School



Source: Alberta Education: CCI Research Inc.: 2020 and 2021; Advanis: 2017, 2018, and 2019

Note:

- The target for 2020-21 was set in February 2020, based on 2018-19 data.

Survey Results *(in percentages)*

Respondent Group	2016-17	2017-18	2018-19	2019-20	2020-21
High School Students	76	73	73	76	72
Parents (ECS–12)	88	87	87	86	87
Overall Agreement	82	80	80	81	80

Source: Alberta Education: CCI Research Inc.: 2020 and 2021; Advanis: 2017, 2018 and 2019

Notes:

- For high school students, the percentage reported is the average of the agreement and frequency levels for the following survey items:
 - students are proud of their school
 - students have a voice in decisions made at their school
 - extent of student involvement in decisions made at their school
 - students arrive at school or begin remote learning ready to learn (Prior to 2020-21, this item was: “Students arrive at school ready to learn”)
 - teachers give students the individual attention they require
 - hours spent weekly outside of class time studying and doing assignments (more than three hours) [Prior to 2020-21, this item was: “Hours spent weekly outside of class studying and doing assignments (more than three hours)”]
 - how often students have enjoyed completing a task that required a lot of thinking or mental effort
 - how often students have asked questions in class or contributed to class discussions
 - how much class work has emphasized understanding information and explaining ideas in their own words
 - students get recognized for the positive things they do at school
 - how many times during the school year students missed school or missed days of remote learning other than for illness (less than four times) [Prior to 2020-21, this item was “How many times during the school year students missed school other than for illness (less than four times)], and
 - how often during the school year students thought about dropping out of school (never)
- For parents, the percentage reported is the average of the agreement and frequency levels for the following survey items:
 - Students arrive at school or begin remote learning ready to learn (Prior to 2020-21, this item was: “Students arrive at school ready to learn”), and
 - teachers give students the individual attention they require.
- Overall agreement rates are the average of agreement rates for each respondent group. See Endnote A, page 124, for information on averaging results within and across respondent groups.
- See Endnote A, pages 122-123, for information on surveys conducted for Alberta Education.

Performance Measure 3.c:**Students Feel Like they Belong*****Rationale***

- Students who feel that they belong and are supported in school are more likely to be successful in their future learning.

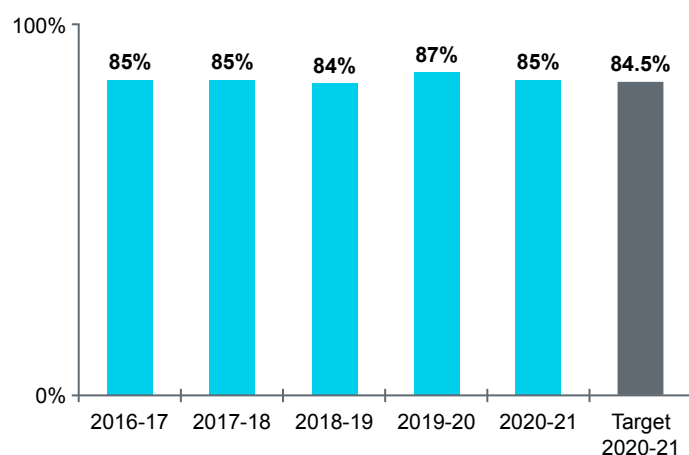
Target

- The target was met.

Discussion

- Overall survey results in 2020-21 indicate that 85 per cent of high school students, parents and teachers agreed that students feel like they belong and are supported to be successful in their learning.
- Results overall and for students, parents and teachers have been stable over time.
- Results for students and teachers are consistently higher than that of parents.
- Students' agreement that they get the help they need to do well in school, and that they feel comfortable asking questions in class has decreased over time.
- Teachers' agreement that school engages parents in a way that helps their children succeed has increased over time.

**Overall Agreement of Students, Parents, and Teachers
that Students Feel Like they Belong and are Supported
to be Successful in their Learning**



Source: Alberta Education: CCI Research Inc.: 2020 and 2021; Advanis: 2017, 2018, and 2019

Note:

- The target for 2020-21 was set in February 2020, based on 2018-19 data.

Survey Results *(in percentages)*

Respondent Group	2016-17	2017-18	2018-19	2019-20	2020-21
High School Students	90	89	87	92	87
Parents (ECS–12)	80	79	79	82	80
Teachers	86	86	85	88	88
Overall Agreement	85	85	84	87	85

Source: Alberta Education: CCI Research Inc.: 2020 and 2021; Advanis: 2017, 2018 and 2019

Notes:

- For high school students, the percentage reported is the average of the agreement for the following survey items:
 - you get the help you need to do well in school
 - you feel good about the work you do at school
 - at school or in your remote learning environment, you feel like you belong (Prior to 2020-21, this item was: “at school, you feel like you belong”), and
 - you feel comfortable asking questions in class.
- For the parent and teacher respondent groups, the percentages reported are the average of the agreement for the following survey items:
 - children get the support they need to be successful in school
 - parents get support from the school to help their children succeed, and
 - the school engages parents in a way that helps their children succeed.
- Overall agreement is the average of agreement rates for each respondent group. See Endnote A, page 124, for information on averaging results within and across respondent groups.
- See Endnote A, pages 122-123, for information on surveys conducted for Alberta Education.

Performance Measure 3.d: Core Subjects

Rationale:

- A grounding in the core subjects of Mathematics, Language Arts, Science and Social Studies is essential for a solid K–12 education.

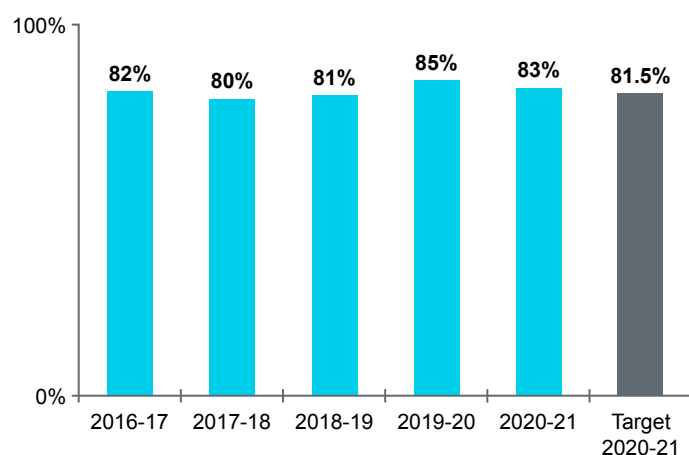
Target:

- The target was exceeded.

Discussion:

- In 2020-21, 83 per cent of high school students, parents, teachers, school board members and the public were satisfied that students are receiving a solid grounding in core subjects.
- Results overall have fluctuated over time. Results for teachers have increased whereas results for students have decreased over time; results for parents, school board members and the public have been stable.
- The satisfaction of high school students, parents, teachers and school board members has been consistently higher than public satisfaction.
- Students' agreement that they are getting better at reading, writing and mathematics has decreased over time.
- Parents' agreement that curriculum focuses on what their child needs to learn in mathematics has increased over time.
- Teacher agreement that the curriculum focuses on what students need to learn in reading, writing, mathematics, science, and social studies has increased over time.
- School board members' agreement that the curriculum focuses on what students need to learn in social studies has decreased over time.
- Public agreement that students are getting better at writing has increased over time.

Overall Satisfaction of High School Students, Parents, Teachers, School Board Members, and the Public with the Opportunity of Students to Receive a Solid Grounding in Core Subjects (Language Arts, Mathematics, Science and Social Studies)



Source: Alberta Education: CCI Research Inc.: 2020 and 2021; Advanis: 2017, 2018, and 2019

Note:

- The target for 2020-21 was set in February 2020, based on 2018-19 data.

Survey Results *(in percentages)*

Respondent Group	2016-17	2017-18	2018-19	2019-20	2020-21
High School Students	94	92	92	93	90
Parents (ECS–12)	82	79	79	84	83
Teachers	80	82	80	83	87
School Board Members	83	81	82	86	84
Public	71	67	69	77	74
Overall Satisfaction	82	80	81	85	83

Source: Alberta Education: CCI Research Inc.: 2020 and 2021; Advanis: 2017, 2018 and 2019

Notes:

- For high school students, percentages reported are averages of agreement levels that “you are getting better at ... reading, writing, mathematics, science and social studies.”
- For parents, teachers, school board members and the public, percentages reported are averages of agreement levels that “the curriculum focuses on what students/your child needs to learn in ... reading, writing, mathematics, science and social studies.”
- Overall satisfaction is the average of agreement/satisfaction levels for each respondent group. See Endnote A, page 124, for information on averaging results within and across respondent groups.
- See Endnote A, pages 122-123, for information on surveys conducted for Alberta Education.

Performance Measure 3.e: Broad Program of Studies

Rationale

- Access to complementary subjects such as fine arts, physical education, second languages, and Career and Technology Studies is an indicator that students have the opportunity to receive a broad education.

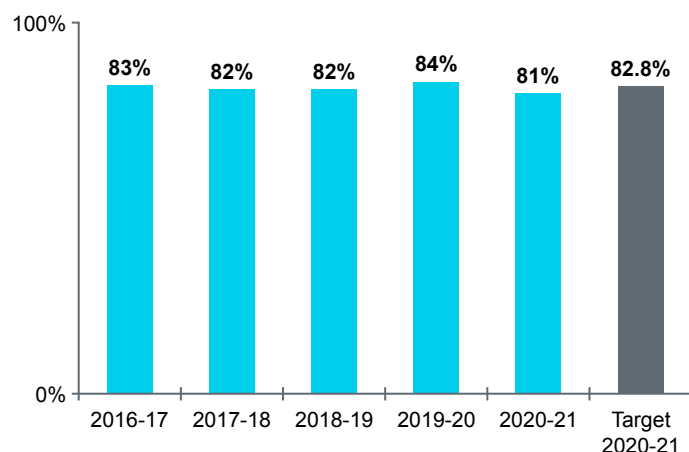
Target

- The target was not met.

Discussion

- Overall survey results in 2020-21 indicate that 81 per cent of high school students, parents, teachers and school board members were satisfied with students' opportunities to receive a broad program of studies.
- Results overall and for parents have decreased while results for students, teachers and school board members have been stable.
- Student satisfaction with the opportunity to learn about health at school has increased and the opportunity to participate in physical education has decreased over time.
- Parent satisfaction with their children's opportunity to learn about music, drama and computers, as well as opportunity to participate in physical education at school has decreased over time.
- Teacher satisfaction with students' opportunity to learn about music at school has decreased while satisfaction with the opportunity to learn about health has increased over time, and
- School board trustees' satisfaction with students' opportunity to learn another language at schools in their jurisdiction was low.

Overall Satisfaction of High School Students, Parents, Teachers, and School Board Members with the Opportunity of Students to Receive a Broad Program of Studies



Source: Alberta Education: CCI Research Inc.: 2020 and 2021; Advanis: 2017, 2018, and 2019

Note:

- The target for 2020-21 was set in February 2020, based on 2018-19 data.

Survey Results *(in percentages)*

Respondent Group	2016-17	2017-18	2018-19	2019-20	2020-21
High School Students	86	86	86	89	86
Parents (ECS–12)	84	84	82	84	80
Teachers	81	79	79	81	79
School Board Members	82	81	80	82	80
Overall Satisfaction	83	82	82	84	81

Source: Alberta Education: CCI Research Inc.: 2020 and 2021; Advanis: 2017, 2018 and 2019

Notes:

- Percentages reported are averages of satisfaction levels that “you/your child/your students/students in your jurisdiction have opportunities to learn about: ... music, drama, art, computers, health, another language” and with “opportunities to participate in physical education.”
- In the Parent survey, only parents of Grades 7–12 students were asked questions relating to “drama” and “another language.”
- Overall satisfaction is the average of satisfaction levels for each respondent group. See Endnote A, page 124, for information on averaging results within and across respondent groups.
- See Endnote A, pages 122-123, for information on surveys conducted for Alberta Education.

Outcome Four

Alberta's K–12 education system is well governed and managed

The ministry charts the course for the education system and oversees the administration of education programs and services. The department's mandate is to establish guiding legislation, allocate public funds, ensure accountability for funds and activities, and plan learning facilities that meet educational requirements.

The mandate of school divisions is to provide K–12 education, including educational services, establish policies for the provision of those education services, and maintain and repair school facilities. School division leaders attend to their local and societal context, implement strategic direction, consider policy implementation and manage fiscal resources to enable learning supports, quality teaching and leading, and student achievement.

Maintaining a well governed and managed Alberta K–12 education system was achieved by:

- supporting choice within the education system;
- implementing a new funding model;
- supporting school capital planning; and
- ensuring the efficient and effective delivery of services and reducing red tape for the educational system and Albertans.

Key Objectives

4.1 Support choice within the education system, recognizing that public schools, separate schools, francophone schools, independent schools, charter schools, alternative programs, early childhood services programs and home education programs are integral in providing a variety of options in education programs for students and parents.

Choice in Education

Alberta Education is responsible for governing the education system by establishing legislation and policy. Following widespread consultation with education partners over a number of years, the *Education Act* was introduced on September 1, 2019. The *Education Act* replaced the *School Act*, which was introduced over 30 years ago.

On June 26, 2020, The *Choice in Education Act* received royal assent and took effect on September 1, 2020. The act strengthens Alberta's successful history of educational choice, including public and separate schools, Francophone schools, charter schools, independent schools, early childhood education and home education.

The *Choice in Education Act* amends the *Education Act* to:

- affirm that parents have the right to choose the kind of education they feel is best for their children;
- support the creation of new charter schools, including vocation-focused charter schools;
- protect the status of independent schools; and
- provide a new option for parents who choose to homeschool their children.

The *Choice in Education Act* was informed by feedback gathered from education partners, parents, students and the general public through engagement efforts conducted in 2019. In 2020, Alberta Education continued to support choice in education by updating the following regulations to align with the *Choice in Education Act*:

- The Charter Schools Regulation, which sets out the requirements that must be followed to establish and operate a charter school in Alberta.
- The Early Childhood Services Regulation, which sets out the requirements for the establishment and operation of early childhood services programs.
- The Home Education Regulation, which sets out requirements for the planning and delivery of home education programs.

Alberta Education continues to ensure Alberta students have access to education programs through public and separate schools, Francophone schools, charter schools, independent schools, independent early childhood services (ECS) programs, home education and alternative programs.

4.2 Implement the new funding model to help ensure resources are being used effectively while providing flexibility to school authorities.

Funding and Assurance Framework

In September 2020, Alberta Education updated the K–12 funding model to improve funding and accountability processes, and help Albertans feel confident that the education system is meeting student needs.

The new funding model:

- Allows more flexibility for school authorities to determine how best to invest funds by simplifying the number of grants to 15 from 36 in the previous model while maintaining or increasing funding;
- protects vulnerable students by providing funding to support specialized learning needs, or groups of students who may require additional supports from school authorities;
- provides more predictable funding by using a 3-year weighted average methodology rather than a one-year enrolment count after the school year has started;
- reduces red tape; and
- expands traditional accountability to include a combination of funding policies, processes, actions and evidence.

Actions that Support the Priorities of the Government of Alberta Strategic Plan

Key Priority 2:

Making life better for Albertans

Objective 2:

Strengthening quality education that delivers the best possible outcomes

- As planned, Alberta Education implemented the new funding model for the K–12 education system to help ensure resources are used effectively while providing flexibility to school authorities. School authorities can better plan for each school year due to greater predictability in funding.

The funding model for K–12 education had not changed in 15 years. In the fall of 2019, Alberta Education met with all 63 public, separate and Francophone school jurisdictions, and charter schools along with other education partners to discuss ways to improve the school funding process. School divisions identified three main areas where funding processes could be improved:

- provide more predictable funding so they can better plan for each school year;
- allow more flexibility in how they spend provincial dollars based on their school and community needs; and
- reduce provincial red tape.

The new K–12 education funding model was implemented for the 2020-21 school year and continues to be refined.

Transportation Funding

Student transportation is an integral part of Alberta's education system. Funding for student transportation supports the safe transportation of approximately 300,000 K–12 students across the province each year. In 2020-21, school transportation services cost \$274 million.

Through consultations with school authorities across the province related to the new education funding model, Alberta Education decided that student transportation needed further discussion and review. In May 2020, the Student Transportation Task Force (STTF) was established to address issues facing student transportation services, with the goal to get students to school as safely and efficiently as possible.

The STTF developed options and recommendations to improve transportation for students attending public, separate, Francophone and charter schools by considering cost, eligibility, safety, school board and industry responsibilities, co-operation between partners, various service delivery models, and services for students with disabilities. The STTF provided a report with its recommendations in late 2020. An action plan to improve K–12 student transportation based on these recommendations is being developed.

4.3 Develop and implement policies, plans and strategies to support school capital planning, manage the prioritization for funding of school capital projects and, in collaboration with Alberta Infrastructure, manage the implementation of approved capital projects.

New and modernized school facilities

Alberta Education provided funding to maintain and renew schools and collaborated with Alberta Infrastructure on planning to build and modernize schools so that students can continue to learn in safe and up-to-date spaces. In 2020-21, 20 schools were completed and an additional 68 school projects were underway across the province. Seventeen new schools are expected to be open for the 2021-22 school year, and the remaining projects are in various stages of planning and construction.

The Budget 2020 capital plan supported the building, replacement and modernization of 11 schools, including new schools in Beaumont, Blackfalds, Edmonton, Langdon and Leduc. In addition, five schools were slated for replacement, modernization or additions. Together, these projects will receive nearly \$275 million over a three-year period.

Actions that Support the Priorities of the Government of Alberta Strategic Plan

Key Priority 1:

Supporting job creation

Objective 4:

Building public infrastructure

- As planned, Alberta Education collaborated with Alberta Infrastructure on government's investment of \$1.5 billion over three years to plan and build new schools and modernization projects across Alberta.

Budget 2020 also included \$1.5 billion over three years to continue work on previously announced school projects, build new schools across Alberta and included \$78 million for new modular classrooms.

Additional funding for school infrastructure included:

- \$785 million for the regular upkeep of school facilities to ensure facilities meet all regulatory requirements.
- \$250 million in accelerated stimulus Capital Maintenance and Renewal (CMR) funding which supported over 900 CMR projects for 73 school authorities. This acceleration created jobs and enabled school jurisdictions to undertake maintenance projects to maintain healthy and safe learning environments.
- \$5 million in grant funding over three years for 27 playgrounds projects across the province.
 - Alberta Education provides grant funding of up to \$250,000 per school to support eligible playground construction.

To further support the vitality of Francophone communities across the province, Alberta Education worked with the four Francophone regional authorities to access additional federal funding to support infrastructure projects outside of provincial scope (i.e., daycare and community spaces within schools). In 2020-21, the federal government committed \$3 million to two Francophone minority-language infrastructure projects.

4.4 Review and revise statutes, regulations, policies, guidelines, forms, programs and processes to ensure the effective and efficient delivery of services focusing on reducing red tape for the education system and Albertans.

Red Tape Reduction

The Government of Alberta has pledged to cut red tape by one-third to reduce costs and make it easier for Albertans to access government services. The Ministry of Education remains committed to the ongoing review of programs and services to make lives easier for education partners, including school authorities, teachers, parents and students. In 2020-21, Alberta Education further reduced regulatory requirements to achieve a cumulative reduction of 15.45 per cent, exceeding the 12 per cent cumulative target for year two by 3.45 per cent, and nearly double from 7.6 per cent of red tape reduction in 2019-20. These reductions are a result of decreasing 1,752 requirements in the ministry's baseline count of statutes, regulations, policies, guidelines, directives and forms, including:

- incorporating efficiencies in the Funding Manual for School Authorities for the 2020-21 school year; and
- simplifying planning and reporting requirements and the reduction or removal of regulatory requirements in applications and forms.

In 2020-21, Alberta Education spent \$5.2 million for corporate services that provide support in financial administration and operations, policy and legislation development, contracts management, and project management. These services ensure that ministry programs and services continue to be transparent and accountable while implementing efficiencies.

Actions that Support the Priorities of the Government of Alberta Strategic Plan

Key Priority 3:

Standing up for Albertans

Objective 3:

A fair deal for Alberta

- As planned, Alberta Education contributed to government's commitment to reduce the footprint of government by reducing red tape by more than 15 per cent since 2019.

Performance Measure 4.a: Safe, Caring, and Healthy Learning Environment

Rationale

- A safe, caring, and healthy learning environment is fundamental to facilitating student learning.

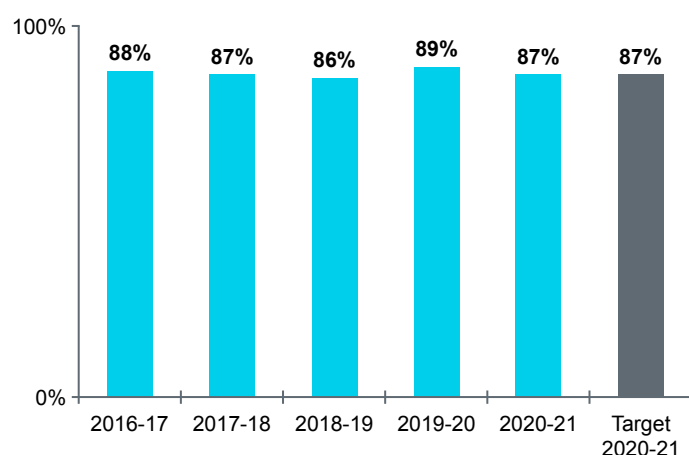
Target

- The target was met.

Discussion

- In 2020-21, 87 per cent of students, parents, teachers and school board members agreed that schools provide a safe, caring and healthy learning environment.
- Results overall have fluctuated over time. Results for teachers and board members have been consistently high and stable, whereas results for students have fluctuated over time.
- Teacher agreement that students are learning about how to stay healthy and satisfaction that schools are contributing to students' development of social skills has increased whereas agreement that students have healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events has decreased over time.
- School board member agreement regarding schools promoting physical activity has decreased while agreement that the gym, playground, and other facilities such as sports fields and fitness areas at schools in the jurisdiction meet the daily physical needs of students has increased over time.
- Parent and teacher agreement was lowest regarding students having healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events.
- Similarly, school board member agreement was lowest regarding school contributing to students' development of emotional well-being.
- Alberta Education supports schools and school authorities in implementing welcoming, caring, respectful, and safe learning environment policies.

Overall Satisfaction of High School Students, Parents, Teachers and School Board Members that School Provides a Safe, Caring, and Healthy Learning Environment



Source: Alberta Education: CCI Research Inc.: 2020 and 2021; Advanis: 2017, 2018, and 2019

Note:

- The target for 2020-21 was set in February 2020, based on 2018-19 data.

Survey Results *(in percentages)*

Respondent Group	2016-17	2017-18	2018-19	2019-20	2020-21
High School Students	88	86	85	90	85
Parents (ECS–12)	86	85	85	87	84
Teachers	88	88	87	89	89
School Board Members	89	88	88	90	89
Overall Satisfaction	88	87	86	89	87

Source: Alberta Education: CCI Research Inc.: 2020 and 2021; Advanis: 2017, 2018 and 2019

Notes:

- For all respondent groups and for all years, percentages reported are averages of agreement/satisfaction levels that:
 - students feel safe at school (Except for student and parent surveys in 2020-21, where this item was changed to “students feel safe at school or during remote learning”)
 - students feel safe on the way to and from school
 - students treat each other well at school
 - teachers care about their students
 - students are treated fairly by adults at school
 - schools promote physical activity
 - students are learning about how to stay healthy
 - students have healthy food choices in the school cafeteria, canteen, vending machines, and at classroom and school events
 - gym, playground, and other facilities such as sports fields and fitness areas at school meet the daily physical activity needs of students
 - schools are contributing to students’ development of social skills
 - schools are contributing to students’ development of physical abilities
 - schools are contributing to students’ development of emotional well-being, and
 - students reporting at least one day of physical activity (of at least 30 minutes) at school in the past five school days.
- Overall satisfaction rates are the average of agreement/satisfaction rates for each respondent group. See Endnote A, page 124, for information on averaging results within and across respondent groups.
- See Endnote A, pages 122-123, for information on surveys conducted for Alberta Education.

Performance Measure 4.b: Quality of K–12 Education

Rationale:

- High quality K–12 education meets the needs of all students, society and the economy.

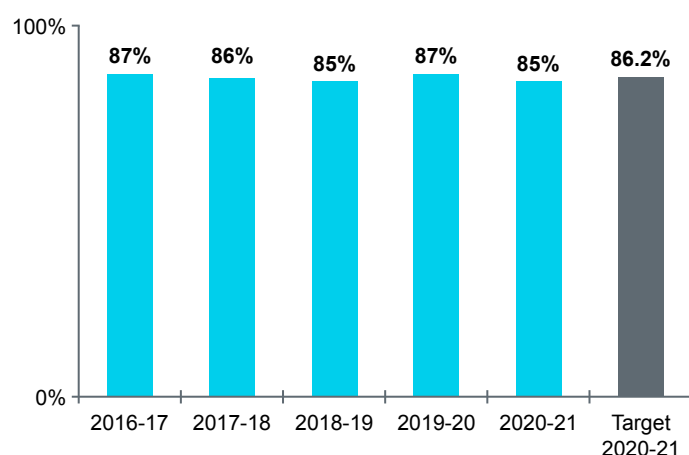
Target:

- The target was not met.

Discussion:

- Overall survey results in 2020-21 indicate that 85 per cent of high school students, parents, teachers, school board members, and the public were satisfied with the overall quality of K-12 education.
- Results overall have declined.
- Public satisfaction continues to be lower than the satisfaction of other respondent groups.
- Student agreement with the quality of education at school, agreement that the highest priority of Alberta's education system is the success of the students, that school work is interesting, and that they clearly understand what they are expected to learn at school has decreased over time.
- Parent agreement that school work is challenging and that students clearly understand what they are expected to learn at school has decreased over time.
- Teacher and Board agreement that the highest priority of Alberta's education system is the success of the student has decreased over time. Board trustee agreement that students clearly understand what they are expected to learn at school has increased over time.
- Alberta Education has many initiatives underway to improve the quality of K–12 education, such as:
 - reviewing and improving curriculum on an ongoing basis across all grade levels, and
 - the Assurance Framework, which is a system for schools and school authorities to consistently assess progress and demonstrate success.

Overall Satisfaction of High School Students, Parents, Teachers, School Board Members, and the Public with the Quality of K–12 Education



Source: Alberta Education: CCI Research Inc.: 2020 and 2021; Advanis: 2017, 2018, and 2019

Note:

- The target for 2020-21 was set in February 2020, based on 2018-19 data.

Survey Results *(in percentages)*

Respondent Group	2016-17	2017-18	2018-19	2019-20	2020-21
High School Students	92	92	91	93	89
Parents (ECS–12)	82	81	81	82	78
Teachers	92	91	89	91	89
School Board Members	93	91	93	92	92
Public	74	73	73	77	74
Overall Satisfaction	87	86	85	87	85

Source: Alberta Education: CCI Research Inc.: 2020 and 2021; Advanis: 2017, 2018 and 2019

Notes:

- For high school students, parents, teachers and school board members, percentages reported are averages of agreement/satisfaction levels with the following specific aspects of the school system:
 - overall satisfaction with education at schools
 - the quality of teaching at schools
 - the highest priority of the education system is the success of the student
 - school work is interesting
 - school work is challenging, and
 - learning expectations at school are clear.
- For the public, the percentage reported is the average of agreement/satisfaction levels with the following two aspects of the school system:
 - overall satisfaction with education at schools, and
 - the highest priority of the education system is the success of the student.
- Overall satisfaction is the average of agreement/satisfaction levels for each respondent group. See Endnote A, page 124, for information on averaging results within and across respondent groups.
- See Endnote A, pages 122-123, for information on surveys conducted for Alberta Education.

Performance Measure 4.c: Learning Space at School

Rationale

- Learning space has an influence on student achievement and is an important contributing factor for effective teaching and learning activities at school.

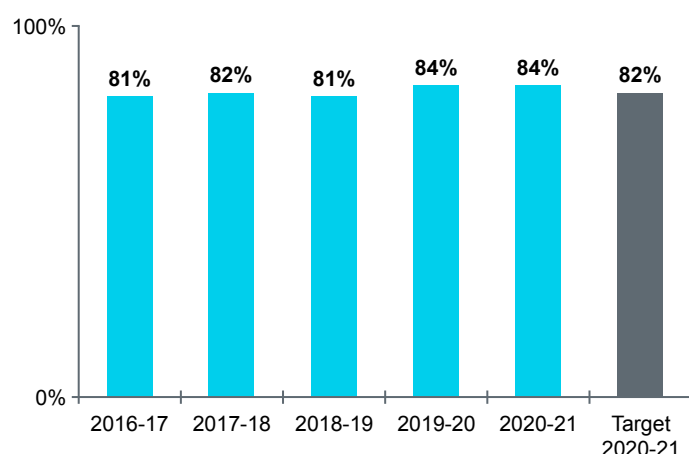
Target

- The target was exceeded.

Discussion

- Overall survey results in 2020-21 indicate that 84 per cent of high school students, parents, teachers and school board members were satisfied that the learning space in schools meets the needs of students.
- Results overall and for school board members have increased over time whereas results for students, parents, and teachers have been stable.
- Student and parent results have been consistently higher than those of teachers and school board members.
- Parents' satisfaction with the school building meeting children's physical needs and satisfaction that the school building is well-maintained has decreased over time.
- Teacher satisfaction that the school building is well-maintained has increased over time.
- School board member satisfaction with facilities, equipment and space meeting the learning needs of students in their jurisdiction has increased over time.
- The government of Alberta is committed to building and maintaining high quality, well-designed schools for Alberta's children. Each year, it invests in Infrastructure Maintenance and Renewal program funding for life-cycle maintenance of schools to ensure healthy and safe learning environments.

Overall Satisfaction of High School Students, Parents, Teachers, and School Board Members that the Learning Space in Schools Meets the Needs of Students



Source: Alberta Education: CCI Research Inc.: 2020 and 2021; Advanis: 2017, 2018, and 2019

Note:

- The target for 2020-21 was set in February 2020, based on 2018-19 data.

Survey Results *(in percentages)*

Respondent Group	2016-17	2017-18	2018-19	2019-20	2020-21
High School Students	91	91	90	92	93
Parents (ECS–12)	87	90	89	89	84
Teachers	72	74	72	75	76
School Board Members	73	74	75	81	84
Overall Satisfaction	81	82	81	84	84

Source: Alberta Education: CCI Research Inc.: 2020 and 2021; Advanis: 2017, 2018 and 2019

Notes:

- For high school students, the percentage reported is the average of the following satisfaction levels:
 - satisfaction with the facilities at your school
 - satisfaction with the equipment at your school
 - satisfaction that your school has enough space in the buildings and grounds to meet the learning needs of students
 - satisfaction that your school building meets your physical needs, and
 - satisfaction that your school building is well-maintained.
- For parents, the percentage reported is the average of the following satisfaction levels:
 - satisfaction with facilities at your child's school
 - satisfaction with equipment at your child's school
 - satisfaction that your child's school has enough space to meet your child's learning needs
 - satisfaction that your child's school building meets your child's physical needs, and
 - satisfaction that your child's school building is well-maintained.
- For teachers, the percentage reported is the average of the following satisfaction levels:
 - satisfaction that facilities at your school meet the learning needs of students
 - satisfaction that the equipment at your school meets the learning needs of students
 - satisfaction that your school has enough space to meet the learning needs of students, and
 - satisfaction that your school building is well-maintained.
- For boards, the percentage reported is the average of the following satisfaction levels:
 - satisfaction that facilities at schools in your jurisdiction meet the learning needs of students
 - satisfaction that the equipment at schools in your jurisdiction meets the learning needs of students, and
 - satisfaction that schools in your jurisdiction have enough space to meet the learning needs of students.
- Overall satisfaction is the average of satisfaction levels for each respondent group. See Endnote A, page 124, for information on averaging results within and across respondent groups.
- See Endnote A, pages 122-123, for information on surveys conducted for Alberta Education.

Performance Measure 4.d:**Educational Attainment of Recent High School Graduates*****Rationale***

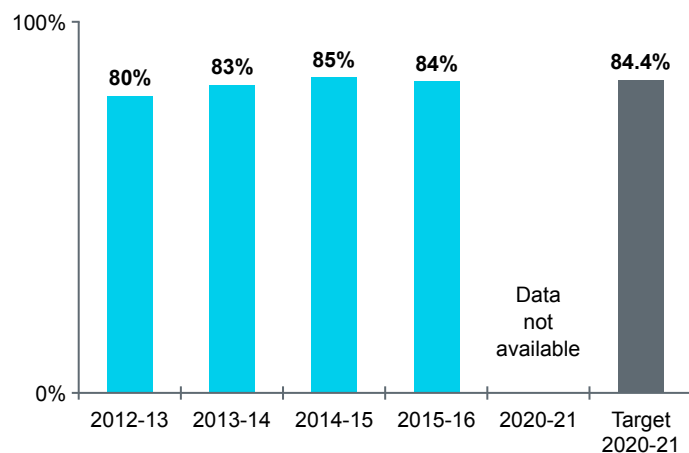
- In assessing the effectiveness of the education system in the province, business and industry employers of recent high school graduates are able to provide important information about the skills and abilities of high school graduates.

Target

- The target could not be assessed as current year data is not available due to COVID-19 disruption.

Discussion

- The survey of Business and Industry employers was cancelled after difficulties in survey administration were encountered due to the COVID-19 pandemic.
- Overall survey results in 2015-16 indicate that 84 per cent of Business and Industry employers were satisfied with the skills and quality of work of recent high school graduates from Alberta's K-12 education system.
- Based on survey results from 2012-13 to 2015-16, employer satisfaction has increased over time.

Overall Satisfaction of Business and Industry Employers with the Educational Attainment of Recent High School Graduates

Source: Alberta Education: CCI Research Inc.: 2013 to 2016

Note:

- The target for 2020-21 was set in February 2020, based on 2015-16 data.

Survey Results *(in percentages)*

Respondent Group	2012-13	2013-14	2014-15	2015-16	2020-21
Business and Industry Employers	80	83	85	84	N/A
Overall Satisfaction	80	83	85	84	N/A

Source: Alberta Education: CCI Research Inc.: 2013 to 2016

Notes:

- Percentages reported are overall satisfaction levels that: “Thinking about the RECENT High School graduates from Alberta’s K–12 Education System you have working for your organization, please tell me how satisfied or dissatisfied you are OVERALL with their skills and quality of work.”
- See Endnote A, pages 122-123, for information on surveys conducted for Alberta Education.

Performance Measure 4.e:
Preparation for Student Success***Rationale***

- Parents and teachers, together with the public, provide a broad perspective on the extent that students demonstrate attitudes, skills, knowledge and behavior to be successful when they finish school, an important outcome of the K–12 system.

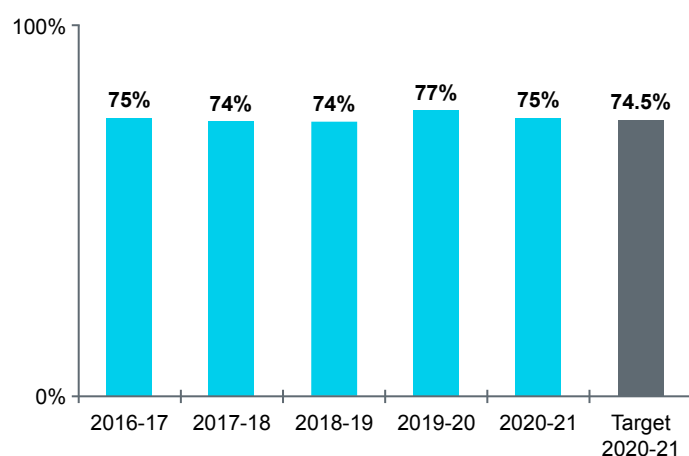
Target

- The target was met.

Discussion

- Overall survey results in 2020-21 indicate that 75 per cent of parents, teachers and the public were satisfied that students demonstrate attitudes, skills, knowledge and behaviours that will make them successful when they finish high school.
- Results overall and for parents, teachers and the public have been stable over time.
- Satisfaction levels of parents and teachers have been consistently higher than the satisfaction level of the public.
- Parent, teacher and public satisfaction is lowest regarding high school graduates demonstrating the ability to manage money, credit and personal finances with teacher and public satisfaction below fifty per cent.
- To prepare students for success when they finish school, basic employability skills, such as working with others, critical thinking, analysis and communication are included in all courses. Specific courses that prepare students for work also are offered, such as Career and Technology Studies (CTS) and Knowledge and Employability courses.
- Work Experience courses, dual credit courses, and off-campus opportunities like Career Internship 10, the Green Certificate Program and the Registered Apprenticeship Program also enable many students to gain skills in the workplace while still in high school.

Overall Satisfaction of Parents, Teachers, and the Public that Students Demonstrate Attitudes, Skills, Knowledge, and Behaviours to be Successful when they Finish School



Source: Alberta Education: CCI Research Inc.: 2020 and 2021; Advanis: 2017, 2018, and 2019

Note:

- The target for 2020-21 was set in February 2020, based on 2018-19 data.

Survey Results (in percentages)

Respondent Group	2016-17	2017-18	2018-19	2019-20	2020-21
Parents (Grades 7–12)	83	82	81	84	80
Teachers	81	80	80	83	84
Public	61	60	61	63	61
Overall Satisfaction	75	74	74	77	75

Source: Alberta Education: CCI Research Inc.: 2020 and 2021; Advanis: 2017, 2018 and 2019

Notes

- For parent, teacher and public groups, percentages reported are averages of satisfaction levels that:
 - students are taught the attitudes and behaviours that will make them successful at work when they leave school
 - students demonstrate attitudes and behaviours that will make them successful at work when they leave school
 - students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime
 - students' ability in demonstrating positive attitudes and behaviours
 - students' ability to use numbers
 - students' ability to think and solve problems
 - students' ability to communicate
 - students' ability to manage information from a variety of areas
 - students' ability to be adaptable - work as an individual or within a team
 - students' ability to learn continuously
 - students' ability to work safely
 - students' ability to work with others towards a common goal
 - students' ability to participate and contribute in projects and tasks

- students' ability to be honest and ethical in dealing with other people
- students' ability to be punctual and finish work on time
- students' ability to manage money, credit and personal finances
- students' ability to lead a group or a team
- students' ability to help in keeping the environment clean, and
- students' ability to make fair decisions.
- For the parent and teacher respondent groups, the following additional question is included:
 - students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime
- In the parent survey, only parents of students in Grades 7–12 were asked the questions in this measure.
- In the teacher survey, the two items: students' ability to transition effectively from school to work (e.g., adapting to workplace) and students' ability to manage money, credit and personal finances were asked only to teachers of students in grades 7–12.
- Overall satisfaction is the average of satisfaction levels for each respondent group. See Endnote A, page 124, for information on averaging results within and across respondent groups.
- See Endnote A, pages 122-123, for information on surveys conducted for Alberta Education.

Performance Measure and Indicator Methodology

Endnote A: Notes on Surveys

Provincial Satisfaction Surveys

Alberta Education regularly commissions telephone surveys of random samples of the Alberta public and key education partners. The purpose of these surveys is to obtain perceptions of how the K–12 education system is performing in meeting students’ and society’s needs and expectations. Professional survey research firms are contracted to conduct the surveys, using trained interviewers and a Computer-Assisted Telephone Interviewing (CATI) system. Survey results are compiled by the survey research firms and provided to the ministry. Surveys are conducted annually with the public, parents of ECS to Grade 12 students, high school students, teachers and school board members.

The following table provides sampling information about the surveys of Albertans conducted in recent years that are reported in this annual report. The information includes the respondent groups surveyed, the sample sizes and the response rates. Also shown are the maximum width confidence intervals for results from each survey. Results are considered accurate within the confidence interval 19 times out of 20 (i.e., at a confidence level of 95 per cent).

The fielding of the surveys in 2020-21 started in mid-February and concluded at the end of May. Fielding occurred while students were attending schools either in-person or remotely from home, or both in-person at school and remotely from home on a rotational basis due to the COVID-19 pandemic. The resultant sample sizes and confidence intervals are shown in the table on page 123. While the table is useful as a rough guide to the confidence intervals associated with survey results, a confidence interval for the difference is used to determine whether the difference between two specific survey results (either over time or among respondent groups) is statistically significant (i.e., likely a real difference, and not due to sampling variation).

The survey instruments for these surveys primarily use four-point response scales (Very Satisfied/ Satisfied/ Dissatisfied/Very Dissatisfied or Strongly Agree/Agree/Disagree/Strongly Disagree), depending on the question. A few questions use other response scales (e.g., A Lot/Some/Very Little/Not at All or Improved/ Same/Declined). Although not asked, Don’t Know responses and refusals are recorded as well. Results presented are the combined percentages of respondents who were Very Satisfied/Satisfied or who Strongly Agreed/Agreed. The survey results are available at [education provincial satisfaction surveys](#).

Alberta Education Provincial Satisfaction Surveys: Sample Sizes and Confidence Intervals

Survey ¹		2016-17	2017-18	2018-19	2019-20	2020-21
Public ²	Sample	809	800	800	600	600
	Confidence interval	±3.5%	±3.5%	±3.5%	±4.0%	±4.0%
	Response rate	4.7%	4.2%	3.6%	7.5%	5.8%
Parents (ECS–12) ^{2,3}	Sample	800	800	802	600	800
	Confidence interval	±3.5%	±3.5%	±3.5%	±4.0%	±3.5%
	Response rate	13.1%	12.7%	13.2%	17.7%	10.3%
High School Students (Grades 10–12) ²	Sample	804	800	599	600	600
	Confidence interval	±3.5%	±3.5%	±4.0%	±4.0%	±4.0%
	Response rate	13.4%	11.2%	8.8%	15.2%	8.1%
Teachers ²	Sample	803	800	790	600	600
	Confidence interval	±3.4%	±3.4%	±3.5%	±4.0%	±4.0%
	Response rate	19.5%	18.6%	19.0%	20.7%	15.2%
School Board Members ^{2,4}	Sample	313	312	179	250	223
	Confidence interval	±3.5%	±3.5%	±5.8%	±4.5%	±4.9%
	Response rate	68.5%	66.2%	40.5%	51.5%	44.9%

Source: Alberta Education

Notes:

1. CCI Research Inc. in 2019-20 and 2020-21; and Advanis in 2016-17, 2017-18 and 2018-19, conducted the telephone surveys of the public, parents, students, teachers and school board members identified in the table above.
2. Confidence intervals for smaller sample sizes of the respondent groups will be different from confidence intervals for the full sample size listed in the table. E.g., for the teacher respondent group, the confidence interval for n=300 sample size will be ±5.6 per cent.
3. In the Parent Survey, some questions were asked only to parents of Grades 3-12 students, or only to parents of Grades 7-12 students. The sample size achieved for the restricted parent group did not have a significant impact on the confidence interval for the measures.
4. Confidence intervals for these samples take into account the small population from which the samples are selected, e.g., in 2020-21, 516 school board trustees.

Calculating Overall Survey Results

When calculating overall results across all respondent groups for survey measures, a simple average (rather than a weighted average) is used to reflect each group's equal importance to the overall result.

Further, although survey results for each respondent group and for overall results are rounded to whole numbers, the overall average results are calculated from the unrounded result for each respondent group. This avoids possible double rounding error that might result if overall averages were calculated from rounded respondent group results.

Use of Confidence Intervals for Interpreting Survey and Survey Measure Results

When a result is obtained by surveying a random sample of the target population, such as the public, parents or teachers, there is a confidence interval associated with the result, which is expressed as a percentage above and below the obtained result. A confidence interval indicates how much variation one might expect from the obtained survey result, as a consequence of sampling and diversity among respondents.

Three key factors influencing the degree of sampling variability associated with survey results are the sample size of the surveys, the magnitude of the result, and the sample size relative to the size of the population:

- The larger the sample size, the smaller the associated confidence interval.
- Given a constant sample size, confidence intervals are smallest for survey percentages near one per cent and 99 per cent and largest for survey percentages near 50 per cent. This is because results near one per cent and 99 per cent represent maximum uniformity of the underlying population on the variable being measured by the survey (e.g., satisfaction/ agreement on various educational issues), while results near 50 per cent represent maximum diversity of the underlying population on the variable being measured.
- If the sample size is more than 5% of a finite population, then the confidence interval is reduced according to a Finite Population Correction Factor.

The table (previous) illustrates the interaction of these three factors in determining the margin of error for results from surveys. As the surveys of parents, high school students, teachers and the public all used sample sizes between 600 and 800 in 2020-21 and survey results ranged from 92.7 per cent (for student satisfaction that the learning space in schools meets the needs of students) to 61.2 per cent (for public satisfaction that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school), the margins of error range from 2.1 per cent to 3.9 per cent.

In addition, as survey measures generally combine survey results on multiple questions from multiple respondent groups, a customized statistical algorithm is used to construct the confidence interval for measure results.

Confidence intervals for specific results and specific measures are determined by the following procedures:

1. To determine the confidence interval for specific survey results for single respondent groups, an online statistical application (www.surveysystem.com/sscalc.htm) is used.
2. Differences in survey results between respondent groups are supported by specific tests using an online statistical application (www.harrisresearchpartners.com/SigDiffCalculator.htm, and <http://www.polarismr.com/help-center/stat-calculator-differences/>).
3. To determine the confidence interval for specific survey measures with multiple respondent groups a customized statistical algorithm is used.

In the Ministry of Education's annual report, confidence intervals are used to determine:

- whether differences in survey results or in survey measure results over time are likely the result of sampling variation, or represent actual change.
- whether differences in survey results among respondent groups in the same year are likely the result of sampling variation or represent actual differences.

When comparing results of survey questions over time or among respondent groups, it is concluded that there is an actual difference between two survey results, 19 times out of 20, if the confidence interval for the difference does not include zero. When this is the case, it is acknowledged in the related text that there is an increase, change or significant difference in survey results over time or among groups. When the confidence interval for the difference does include zero the observed difference may be due to sampling variation and we cannot conclude that the difference is real or significant. In such cases, the related text indicates that results are similar or stable over time or among respondent groups.

Endnote B: Technical Notes

Assessing Results Relative to Targets

Performance targets set expectations for results within specific time frames and are the basis for planning improvements and assessing results that are within the sphere of influence of the Ministry and school authorities. They are an important way to gauge whether the education system is improving or falling behind in obtaining desired results in key areas. Targets clearly establish desired levels of performance better than recent performance, to be attained within a specific time frame. Targets are quantifiable and expressed in numerical terms, such as percentages or ratios. They are used as a key tool to drive, measure, improve and manage performance.

For survey measures, performance is considered to have met the target if the confidence interval for the result includes the target value. For example, if a measure result is 77 per cent with a confidence interval of 77 per cent ± 2.5 per cent and a target of 79 per cent, then the target has been met since the target value lies within the interval [74.5 per cent, 79.5 per cent]. If the result on the same measure is 75 per cent, with a confidence interval of 75 per cent ± 2.5 per cent then the target has not been met since the target value of 79 per cent does not lie within the interval [72.5 per cent, 77.5 per cent].

This method of assessing performance represents a high level of achievement in relation to the target and takes into account the sampling variability in the survey process.

For measures based on achievement tests, on diploma exams and on administrative data, a one sample Chi-square statistical test is used to determine whether the result is significantly different from the target and whether the target is met, not met or exceeded. The magnitude of the difference required between the result and the target to establish significance depends on the sample size, for example, the number of students writing an exam, and the proportion of students meeting standards.

Assessing Results Over Time

Changes in results over time are assessed in the discussion of each measure. For survey measures, which are based on probability sampling, confidence intervals are taken into account. See Use of Confidence Intervals for Interpreting Survey and Survey Measure Results in Endnote A on pages 124-125 for an explanation of how confidence intervals are used to assess changes over time for survey measures.

Changes over time are assessed with a two sample Chi-square statistical test for measures based on tests of student learning or on administrative data, i.e., derived from tracking groups of students over time, such as dropout and high school completion rates. The test determines whether the difference between two proportions (e.g., base year and current year results) is significant. The calculation of Chi-square is based on the difference between what was observed and what would be expected assuming that the proportions were the same. Under a simple test of proportions, a Chi-square value of “1” represents a difference of one standard deviation, while a Chi-square value of 3.84 is significant at the five per cent level. Discussion of results over time for the non-survey measures is supported by this test of significant difference.

Trend Lines

Although not appearing in the annual report, trend lines are an aid to interpreting the results for measures reported in the annual report. Trend lines augment data interpretation techniques already in use such as the calculation of confidence intervals, and are used to determine the significance of changes in measure results over time.

Trend lines are used to develop an expected value for a current result given historical results. The expected value can then be compared with the actual result. In this way, trend lines provide a useful method of understanding year-to-year fluctuations and shift the focus from smaller year-to-year changes by providing information about the direction of results over the longer-term. In particular it is of interest whether results are tracking towards the performance target for the measures that have not met targets.

Discussion of results over time for measures with at least three data points are supported by trend lines. The type of trend line used is selected based on an informed interpretation of the data series underlying the trend.

Logarithmic trend lines are appropriate for proportional data, i.e., data expressed as percentages of a whole and therefore ranging between zero per cent and 100 per cent, such as the performance measures in this report. A logarithmic trend line is a best-fit straight line that is most useful when the rate of change in the data increases or decreases quickly, then levels out. The leveling out can be seen in the results for some measures in the report, along with examples of year-to-year increases or decreases on other measures.

A logarithmic trend line is calculated using the following formula:

$Y = c(\ln x) + b$, where c and b are constants and $\ln()$ is the natural logarithm function and x is the year of the series.

Endnote C: Methodology for Performance Measures

Described below are the methodologies used to calculate the measures that are derived from provincial assessments of student learning and from other information about Alberta students in the Ministry of Education's data systems.

Definition of Alberta Student

Starting from 2013-14, the definition of an Alberta student is an individual who is registered as of September 30 of the school year in a school located in Alberta, where "school" means a structured learning environment through which an education program is offered to a student by: a board (includes public, separate, Francophone, Lloydminster); an operator of a private school; an early childhood services (ECS) program private operator; the operator of a charter school; a parent giving a home education program; the Minister. It also includes other Alberta-located educational institutions providing ECS to Grade 12 curriculum instruction, specifically Federal (First Nations' schools and those operated by Corrections Canada); and provincial authorities (such as Bow Valley College and NorQuest College).

Results for First Nations, Métis, and Inuit Students

Calculating results for First Nations, Métis, and Inuit students is possible because school jurisdictions are required to include a voluntary First Nations, Métis, and Inuit self-identification question on school registration forms and to report the identifier to the ministry's student data system. Self-identification of students has increased each year. Students' First Nations, Métis, and Inuit self-identification information associated with their most recent school registration is used to calculate results. This provides the most complete results and reflects the student's intent to be identified.

Annual Dropout Rate of Students Aged 14-18

The annual dropout rate reports the percentages of Alberta students aged 14-18 in public, separate, Francophone, charter, and accredited private schools who, in the following school year:

- are not enrolled in the K–12 system,
- are not enrolled in a post-secondary institution in Alberta,
- are not registered in an apprenticeship program in Alberta, and
- have not completed high school.

The annual dropout rate is derived from student data in Alberta Education and Alberta Advanced Education systems. Adjustments for attrition are based on estimates from Alberta Demographic Estimates 48_CD_DR_AS_20012020.xlsx and DMTI_February2021_Education.xlsx.

Alberta students who are identified as having a moderate or severe cognitive disability or a severe multiple disability are not included in the annual dropout rate.

Annual dropout rate is calculated by dividing the number of students who have dropped out of school (adjusted for attrition) by the number of 14- to-18 year old students who were registered in the K–12 system in the previous school year (the age specific cohort), less Attrition as shown in the formula below:

$$\text{Count of Students who Drop Out (adjusted for attrition)} \div \left(\text{Count of 14-18 Year Old Students in One Year (Age Specific Cohort)} - \text{Attrition} \right) = \text{Annual Dropout Rate}$$

High School Completion Rates

The high school completion rate reports the percentages of Alberta students in public, separate, Francophone, charter, and accredited private schools who, within three, four and five years of entering Grade 10:

- received an Alberta High School Diploma, an Alberta High School Equivalency Diploma (GED), or the Certificate of High School Achievement (completion of Knowledge and Employability courses and the certificate requirements),
- entered an Alberta post-secondary program or an apprenticeship program, or
- passed a minimum of five Grade 12 courses, including a Language Arts diploma examination course and three other diploma examination courses

Data for this measure are from Alberta Education and Alberta Advanced Education systems. The provincial rate is calculated by dividing the number of high school completers, as defined above, by the number of students in the Grade 10 Cohort, adjusted for attrition, as shown in the formula below:

$$\left(\text{High School Completers} \right) / \left(\text{Grade 10 Cohort} - \text{Attrition Factor} \right) = \text{High School Completion Rate}$$

The tracking of Grade 10 students excludes some students, such as those identified as having a severe or moderate cognitive disability or a severe multiple disability.

Students enrolled in a credit program in an Alberta post-secondary institution, who have not achieved completion status otherwise, are considered non-credentialed high school completers. The information on post-secondary enrolments incorporates post-secondary Classification of Instructional Programs (CIP) coding to better identify students enrolled in programs not deemed to be post-secondary level (e.g., academic upgrading). Students in these programs are not considered completers for the purpose of this measure.

The educational attainment of Albertans aged 25-34 is derived from Statistics Canada Labour Force Survey, special tabulation for Alberta Education.

High School to Post-Secondary Transition Rates

The high school to post-secondary transition rate reports the percentages of Alberta students in public, separate, Francophone, charter, and accredited private schools who, within four and six years of starting Grade 10:

- enrolled in a credit program, part-time or full-time, in an Alberta post-secondary institution
- registered in an apprenticeship program other than the Registered Apprenticeship Program for high school students.

Alberta students are tracked using data from the Alberta Education and the Alberta Advanced Education systems. The high school to post-secondary transition rates include adjustments for attrition and for attendance at post-secondary institutions out of province.

The High School to Post-Secondary Transition Rate is calculated by dividing the number of students who enter post-secondary programs by the number of students in the Grade 10 cohort, adjusted for attrition as shown in the formula below:

$$\left(\text{In-Province Post-Secondary Attenders} + \text{Estimate of Out-of-Province Post-Secondary Attenders} \right) / \left(\text{Grade 10 Cohort} - \text{Attrition Factor} \right) = \text{Transition Rate}$$

The tracking of Grade 10 students excludes some students, such as those identified as having a severe or moderate cognitive disability or a severe multiple disability.

In 2010, high school transition rate methodology was revised to reflect new data received from the post-secondary system. Under the revised methodology, the calculations incorporate the post-secondary Classification of Instructional Programs (CIP) coding to better identify those students enrolled in programs that are not deemed to be post-secondary level programming (e.g., academic upgrading). Students in these kinds of programs are not considered transitioners for the purpose of this measure.

Attrition Adjustment

Attrition estimates are applied to all the four Student Outcomes Measures—the High School Completion Rate, the Post-Secondary Transition Rate, the Dropout Rate and the Diploma Examination Participation Rate.

Attrition is the estimate of the number of students from the Grade 10 cohort who leave the province or die in the years subsequent to the start of Grade 10. The attrition estimate is based on the following factors:

- a) mortality;
- b) emigration;
- c) interprovincial out migration;
- d) an estimate of the percentage of 16-, 17-, and 18-year-olds who are enrolled in school (school participation rate); and
- e) a downward adjustment to account for youth who are not in school.

The provincial attrition estimate aggregates census division level data from Alberta Demographic Estimates 48_CD_DR_AS_20012020.xlsx and DMTI_February2021_Education.xlsx.

Out-of-Province Post-Secondary Student Adjustment

Alberta Education does not specifically track Alberta students who participate in post-secondary programs outside of Alberta. An estimate of the number of students who have left the province to pursue post-secondary education is therefore factored into the high school to post-secondary transition rate.

The out-of-province estimate uses aggregate counts of Alberta students receiving financial assistance for studies both in-province and out-of-province based on data from Alberta Advanced Education's Students Finance System (SFS) and the Data Collection and Reporting (DCAR) system. The premise is that in any given year, the percentage of students from the Grade 10 Cohort attending post-secondary programs out-of-province is similar to the percentage of students receiving financial assistance for study out-of-province.

Provincial Achievement Tests

Students in Grades 6 and 9 write provincial achievement tests annually in Language Arts, Mathematics, Science and Social Studies. The achievement test results for Grades 6 and 9 provide information on how well Alberta students in public, separate, Francophone, charter and accredited private schools are meeting provincial standards in the core academic subjects. Tests are developed and administered by teachers and educators and are based on the provincial curriculum. Results are reported in relation to the acceptable standard and standard of excellence.

Due to the COVID-19 pandemic, provincial achievement tests (PATs) were cancelled in spring 2020. During the 2020-2021 school year, PATs for grades 6 and 9 were optional and administered at the discretion of school authorities. Only Mathematics, English Language Arts and French Language Arts PATs were administered during the 2020-2021 school year.

A student achieving the acceptable standard in a specific grade shows an adequate understanding of the core knowledge and adequate basic skills essential to that course. A student achieving the standard of excellence consistently shows a deeper understanding of the concepts of the course by demonstrating an ability to integrate information and evaluate it from various points of view.

For each achievement test, the cut scores for the acceptable standard and the standard of excellence are set initially by a standard-setting committee of about 20 teachers selected from across the province using the Modified Angoff and Bookmark Standard Setting Procedures. These procedures use teachers' judgment to determine a minimum number of items a student must answer correctly—the cut score—to achieve each standard. In subsequent years, the cut scores for each test are adjusted through test equating. This ensures the standards remain constant even if test difficulty varies slightly from year to year. Whenever curriculum is revised, the standard-setting process is done again.

Results on provincial achievement tests are calculated and presented on the basis of the total number of students in each grade who demonstrated the standards. Results for mathematics, science and social studies include student results on both English and French versions of the tests. Given the large number of students in each grade (more than 40,000), typically differences in results from year-to-year of more than 0.4 percentage points on each test are considered significant. French Language Arts and Français courses have higher significant difference values (1.1 to 3.9 percentage points, depending on the number of students in each course), because fewer students are in these courses.

Not all students write the Provincial Achievement Tests. Achievement test results are not available for students who:

- were absent
- were excused from writing by the superintendent because participation would be harmful to the student or the student could not respond to the test instrument
- wrote but whose results were withheld or invalidated
- wrote only one part of the two-part Language Arts or only Part A of the Grade 6 Mathematics Test.

It is possible that some of these students, under different circumstances, could have demonstrated achievement of standards on the test.

Participation rates in achievement tests are calculated by dividing the number of students in the grade who wrote the test by the sum of total enrolment in the grade plus the ungraded students who are in the corresponding year of schooling.

Provincial overall results in Language Arts, Mathematics, Social Studies and Science present weighted averages based on the number of students enrolled in each course. Test results and participation are recorded and aggregated in ministry systems. Provincial, school authority and school results are available at [provincial achievement tests](#).

Diploma Examinations

Examinations are administered in all diploma examination courses in January, June and August each year. Examinations are administered in selected courses in November and April. Provincial Assessments are meant to complement but not to replace day-to-day classroom assessment. Results on diploma examinations show how well Alberta students in public, separate, Francophone, charter and accredited private schools are meeting provincial expectations as outlined in the programs of study. Examination items are developed and standards are established by committees of teachers. The examination design is vetted through committees of education partners and by a standard-setting committee of teachers.

Due to the COVID-19 pandemic, diploma exams were cancelled in spring 2020. During the 2020-2021 school year, diploma exams were optional and administered only to students who chose to take them.

Test equating has been used for the diploma examination program so that over time examinations are consistent and the results are comparable. The multiple-choice portion of the examinations contains a set of items common to administrations in subsequent years. By comparing the achievement of students writing in a baseline session with those writing in any subsequent administration on the common items and on the unique items, Alberta Education is able to determine whether or not the examinations are of equal difficulty. Student scores on the subsequent examinations can then be equated back to the baseline examinations to remove any influence that differences in examination difficulty may have on student scores.

Through equating, test results for a particular course are based on an identical standard and, consequently, can be directly compared over time. As a result of implementing the equating process, diploma examination results are comparable over time as follows:

- Biology 30, English Language Arts 30-1, and English Language Arts 30-2 since 2005-06
- Science 30 and Chemistry 30 since 2010-11
- Social Studies 30-2 since 2011-12,
- Social Studies 30-1 since 2012-13,
- Physics 30 since 2013-14, and
- Mathematics 30-1 and 30-2 since 2016-17.

Diploma examination results are reported in relation to the acceptable standard and the standard of excellence. Results for mathematics, sciences and social studies include results for both English and French versions of the tests. Provincial overall results present weighted averages based on the numbers of students achieving standards in all diploma examinations. Students achieving the acceptable standard demonstrate that they have met the basic requirements of the course. A mark of 50 per cent on the examination represents the acceptable standard in a diploma examination course. A mark of 80 per cent on the examination represents the standard of excellence and indicates the student has demonstrated performance significantly beyond the minimum requirements of the course. Starting from 2015-16, diploma exams are worth 30 per cent of the overall mark for the diploma course. The school-awarded mark is worth 70 per cent.

Diploma examination results are recorded and aggregated in ministry systems. Provincial, school authority and school results reports are available at [administering diploma exams](#).

Diploma Examination Participation Rate

The diploma examination participation rate reports the percentages of students who have written four or more diploma examinations within three years of entering Grade 10. The tracking of Alberta Grade 10 students in public, separate, Francophone, charter and accredited private schools excludes some groups of students, such as those identified as having a severe cognitive disability or severe multiple disabilities.

The diploma examination participation rate is calculated by dividing the number of diploma examination participants by the number of students in the Grade 10 cohort, adjusted for attrition as shown in the formula below:

$$\left(\begin{array}{c} \text{Diploma} \\ \text{Examination} \\ \text{Participants} \end{array} \right) / \left(\begin{array}{c} \text{Grade 10} \\ \text{Cohort} \end{array} - \begin{array}{c} \text{Attrition} \\ \text{Factor} \end{array} \right) = \begin{array}{c} \text{Diploma} \\ \text{Examination} \\ \text{Participation} \\ \text{Rate} \end{array}$$

Appendix: Key Education Partners

Organizations

Alberta School Boards Association ([ASBA](#))

Alberta Teachers' Association ([ATA](#))

College of Alberta School Superintendents ([CASS](#))

Fédération des conseils scolaires francophones de l'Alberta ([FCSFA](#))

(Federation of Francophone School Boards of Alberta)

Alberta School Councils' Association ([ASCA](#))

Council of Catholic School Superintendents of Alberta ([CCSSA](#))

Alberta Home Education Association ([AHEA](#))

Association of Independent Schools and Colleges in Alberta ([AISCA](#))

Alberta Catholic School Trustees' Association ([ACSTA](#))

The Association of Alberta Public Charter Schools ([TAAPCS](#))

Public School Boards' Association of Alberta ([PSBAA](#))

Association canadienne-française de l'Alberta ([ACFA](#))

Association of School Business Officials of Alberta ([ASBOA](#))

Fédération des parents francophones de l'Alberta ([FPFA](#))

Learning Disabilities Association of Alberta ([LDAA](#))

The Alberta Educational Facilities Administrators Association ([AEFAA](#))

The Alberta Urban Municipalities Association ([AUMA](#))

Rural Municipalities of Alberta ([RMA](#))

Financial Information

Year ended March 31, 2021

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Reporting Entity and Method Consolidation

The financial information is prepared in accordance with government's stated accounting policies, which are based on Canadian public sector accounting standards.

The reporting entity is the Ministry of Education for which the Minister of Education is accountable. The accounts of the Department of Education, the Alberta School Foundation Fund, and school jurisdictions (comprised of public, separate and Francophone school jurisdictions and charter schools) are fully consolidated in the Ministry of Education using the line-by-line method.

Under this method, accounting policies of the consolidated entities are adjusted to conform to government accounting policies and the results of each line item in their financial statements (revenue, expense, assets, and liabilities) are included in government's results. Revenue and expense, capital, investing and financing transactions and related asset and liability balances between the consolidated entities have been eliminated.

A list of the individual entities making up the ministry are shown on the "Management's Responsibility for Reporting" statement included in this annual report.

Ministry Financial Highlights

Statement of Revenues and Expenses (Unaudited)

Year ended March 31, 2021

	2021		2020	Change from	
	Budget	Actual	Actual Restated	Budget	2020 Actual Restated
	(in thousands)				
Revenues					
Education Property Taxes	\$ 2,559,000	\$ 2,482,755	\$ 2,474,581	\$ (76,245)	\$ 8,174
Transfers from Government of Canada	112,916	287,607	112,340	174,691	175,267
Premiums, Fees, and Licences	200,373	125,800	173,401	(74,573)	(47,601)
Investment Income	23,474	18,778	24,417	(4,696)	(5,639)
Internal Government Transfers	319,150	343,865	377,807	24,715	(33,942)
Fundraising, Gifts, and Donations	76,220	60,312	78,131	(15,908)	(17,819)
Other Revenue	200,100	197,545	209,619	(2,555)	(12,074)
Ministry total	3,491,233	3,516,662	3,450,296	25,429	66,366
Inter-ministry consolidation adjustments	(319,150)	(343,865)	(377,807)	(24,715)	33,942
Adjusted ministry total	3,172,083	3,172,797	3,072,489	714	100,308
Expenses					
Ministry Support Services	6,440	6,738	6,273	298	465
Instruction - ECS to Grade 12	6,553,346	6,192,622	6,353,648	(360,724)	(161,026)
Operations and Maintenance	738,214	757,018	757,898	18,804	(880)
Student Transportation	377,280	314,829	369,824	(62,451)	(54,995)
School Facilities	429,365	438,298	428,386	8,933	9,912
Governance and System Administration	278,100	264,903	274,979	(13,197)	(10,076)
Program Support Services	77,232	91,829	105,678	14,597	(13,849)
Accredited Private Schools	293,648	337,697	306,807	44,049	30,890
Debt Servicing Costs	39,247	38,696	44,172	(551)	(5,476)
Pension Provision	(143,712)	(118,651)	(125,031)	25,061	6,380
Ministry total	8,649,160	8,323,979	8,522,634	(325,181)	(198,655)
Inter-ministry consolidation adjustments	(3,828)	(10,429)	(42,378)	(6,601)	31,949
Adjusted ministry total	8,645,332	8,313,550	8,480,256	(331,782)	(166,706)
Annual deficit - before inter-ministry consolidation adjustments	\$ (5,157,927)	\$ (4,807,317)	\$ (5,072,338)	\$ 350,610	\$ 265,021
Inter-ministry consolidation adjustments	(315,322)	(333,436)	(335,429)	(18,114)	1,993
Adjusted annual deficit	\$ (5,473,249)	\$ (5,140,753)	\$ (5,407,767)	\$ 332,496	\$ 267,014

Revenue and Expense Highlights

Revenues

- Total Revenue is \$25.4 million higher than budget before inter-ministry adjustment due to:
 - \$174.7 million increased federal grants to help schools reopen safely and newly signed French language program agreement.
 - \$24.7 million increased internal government transfer mainly due to the revenue recognition with Alberta Infrastructure. The actual transactions, such as completion of school building construction and recognition of capital revenue for the period between August 31 and March 31 is subject to measurement uncertainty that could require a material change in the recognized amounts. The actual capital revenue recognized was higher than budgeted.
 - Offset by \$76.2 million lower property tax collection as budgeted tax increase was not implemented.
 - Offset by \$74.6 million lower fees revenue; the reduction in fees is a combination of factors. School jurisdictions have continued to control fee increases after controls were put in place by the government. With the pandemic, in-person school classes were postponed for a significant portion of the fiscal year resulting in a refund of fees.
 - Offset by \$15.9 million decreased donations, school rentals and fundraising; in recent years, the pattern had been trending towards lower revenue from this source given the slowdown in the Alberta economy. This was budgeted to continue but with the pandemic, fundraising was put on hold or stopped in many school jurisdictions and donations declined as well.
 - Offset by \$4.7 million lower investment income resulting from lower interest rates.
 - Offset by \$2.6 million lower in other revenue as school jurisdictions had less sundry revenue such as school rentals and other sales and services.
- The revenue inter-ministry consolidation adjustment which increased by \$24.7 million is a reflection of internal government transfers above.
- Total revenue is \$66.4 million higher than prior year actual before inter-ministry adjustment due to:
 - \$175.2 million increased in transfers from Government of Canada. The majority of the increase was from the federal grant provided to help schools reopen safely. In addition, the newly signed French language program agreement changed the grant payment portion and offered more capital funding for school building projects resulting in more funding;
 - \$8.2 million increased collection of property taxes due to changes in property assessments and the completion of the Shallow Gas Tax Relief Initiative;
 - Offset by \$47.6 million decrease in fees that school jurisdictions collected; the reduction in fees is a combination of factors. School jurisdictions have continued to control fee increases after controls were put in place by the government. With the pandemic, in-person school classes were postponed for a significant portion of the fiscal year resulting in a refund of fees and certain fees, e.g. field trip fees being completely cancelled.

Revenue and Expense Highlights (continued)

Revenues (continued)

- Offset by \$33.9 million decrease of internal government transfers, which is mainly due to change in actual result from estimate. Estimation of transactions, such as completion of school building construction and recognition of capital revenue, for the period between school year-end and ministry year-end is subject to measurement uncertainty that could require a material change in the recognized amounts. The actual capital revenue recognized in the prior stub period is lower than previously estimated by the board.
- Offset by \$17.8 million lower donation, school rental and fundraising. In recent years the pattern had been trending towards lower revenue from this source given the slowdown in the Alberta economy. This was expected to continue and with the pandemic, fundraising was put on hold or stopped in many school jurisdictions. Donations declined as well due to the pandemic and the economy;
- Offset by \$12.1 million lower sales and services income;
- Offset by \$5.6 million lower investment income resulting from lower interest rates.
- The revenue inter-ministry consolidation adjustment which increased by \$33.9 million from prior year actual is a reflection of internal government transfers above.

Revenue and Expense Highlights (continued)

Expenses

- Total expense is \$325.2 million lower than budget before inter-ministry adjustment due to:
 - \$360.7 million lower school instruction costs due to the shift to online classes in the spring of 2020 and December 2020. Online learning reduced some instructional costs including substitute costs; school jurisdictions also reduced spending as a result of the risk of having funds recovered due to lower enrollments in the 2020/21 school year. This was anticipated to be \$133 million.
 - \$62.5 million lower transportation costs and \$13.2 million lower system administration costs due to classes in the spring of 2020 and December 2020 moving from in-person to online as a result of the pandemic.
 - Offset by \$44.0 million increase in private school spending. Actuals were higher primarily due to the committed enrolment increase funded under the new funding model and much higher than anticipated home and distance education enrolments in the 2020/21 school year because of parental choice during the pandemic. Secondly, the additional one-time support provided by the government to independent schools and independent ECS operators in order to provide a safe and healthy return to in-person learning during the pandemic. The additional one-time support includes the federal safe return to school funding as well as the Critical Worker Benefit program. ECS operators were also eligible for federal funding in the fall of 2020 through the safe restart agreement.
 - Offset by \$25.0 million pension provision surplus being less than budgeted. The pension provision represents the change between pension fund asset and liability values during the year. Overall, the teacher's pension fund continued to perform well which resulted in a pension recovery again in current year.
 - Offset by \$18.8 million increase in Operations and Maintenance and \$8.9 million increase in school facilities. The increase in Operations and Maintenance is a reflection of additional staffing, supplies & services and safety measures taken due to the pandemic. The Ministry invested \$244.4 million into Capital Maintenance and Renewal (CMR) infrastructure projects at schools in an effort to generate employment in Alberta during the COVID-19 pandemic. The increase in school facilities expenses is due to the amortization of the CMR grant.
 - Offset by \$14.5 million increase in Program Support Services. Reallocation of funds within budget categories has resulted in actual expenditures being higher than budget.
- The expense inter-ministry adjustments was increased by \$6.6 million from budget mainly due to the transactions with Alberta Health Services (AHS) not being budgeted.
- Total expense is \$198.7 million lower than prior year actual before inter-ministry adjustment due to:
 - \$161.0 million lower school instruction costs due to the shift to online classes in the spring of 2020 and December 2020;
 - \$55.0 million lower transportation costs and \$10.1 million lower system administration costs due to online classes in the spring of 2020 and December 2020 moving from in-person to online because of the pandemic.
 - \$13.9 million lower in Program Support Services. Costs associated with school spending on non-core services (external services such as adult courses, after-school care, cafeteria and secondments) were much lower given restricted activities during the year. These programs are not supported by Alberta Education funding.

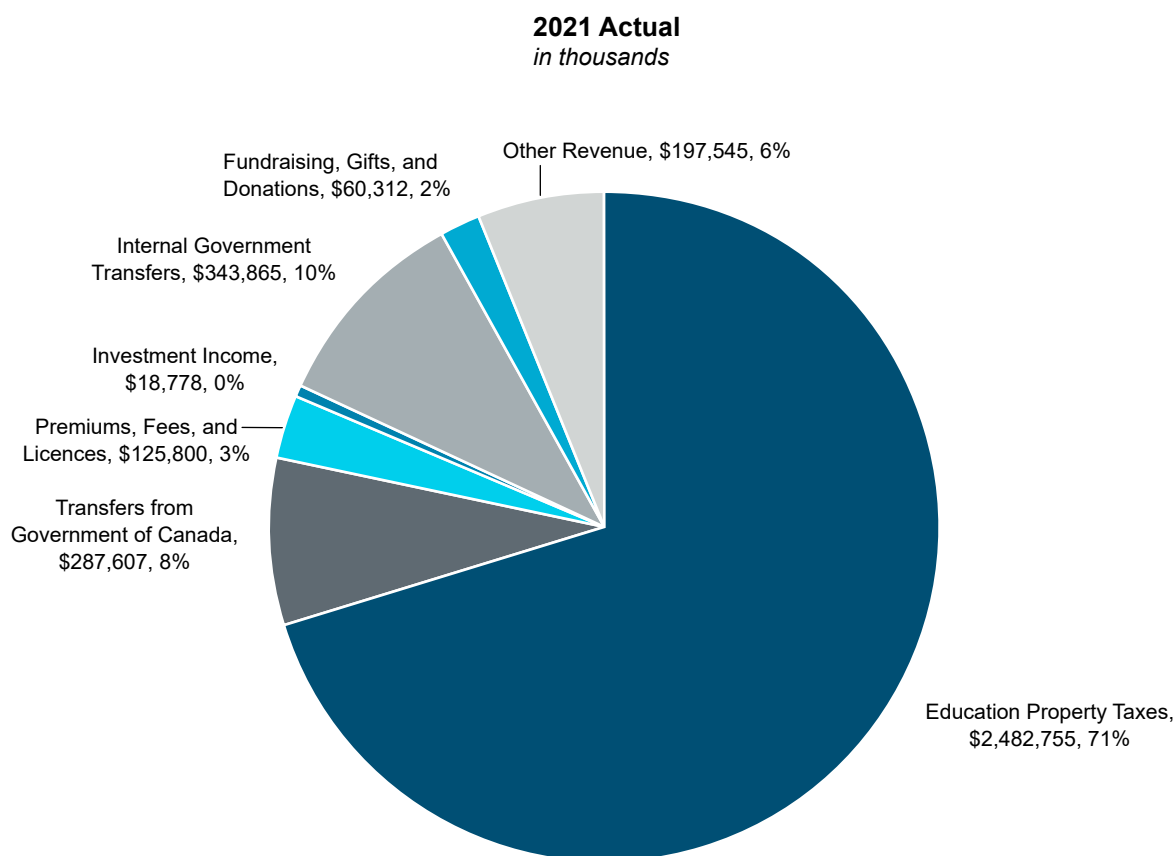
Revenue and Expense Highlights (continued)

Expenses (continued)

- \$5.5 million savings in Debt Servicing Costs due to the maturation of the long-term debt on school buildings.
 - Offset by \$30.9 million in private school funding due to increased enrolment and additional safe return to class funding.
 - Offset by \$9.9 million higher amortization costs due to more buildings being put in service.
 - Offset by \$6.4 million lower pension provision surplus. The teacher's pension fund continued to perform well which resulted in a pension recovery again in current year.
 - The remaining \$0.4 million is due to a combination of minor changes to Ministry Support Services and Operations and Maintenance.
- The expense inter-ministry adjustment increased by \$31.9 million from prior year actual primarily due to the changes in the Regional Collaborative School Delivery (RCSD) program that were effective Sept 1, 2020 and inter-ministry adjustments for loss on disposition of funded tangible capital assets.

Breakdown of Revenues (unaudited)

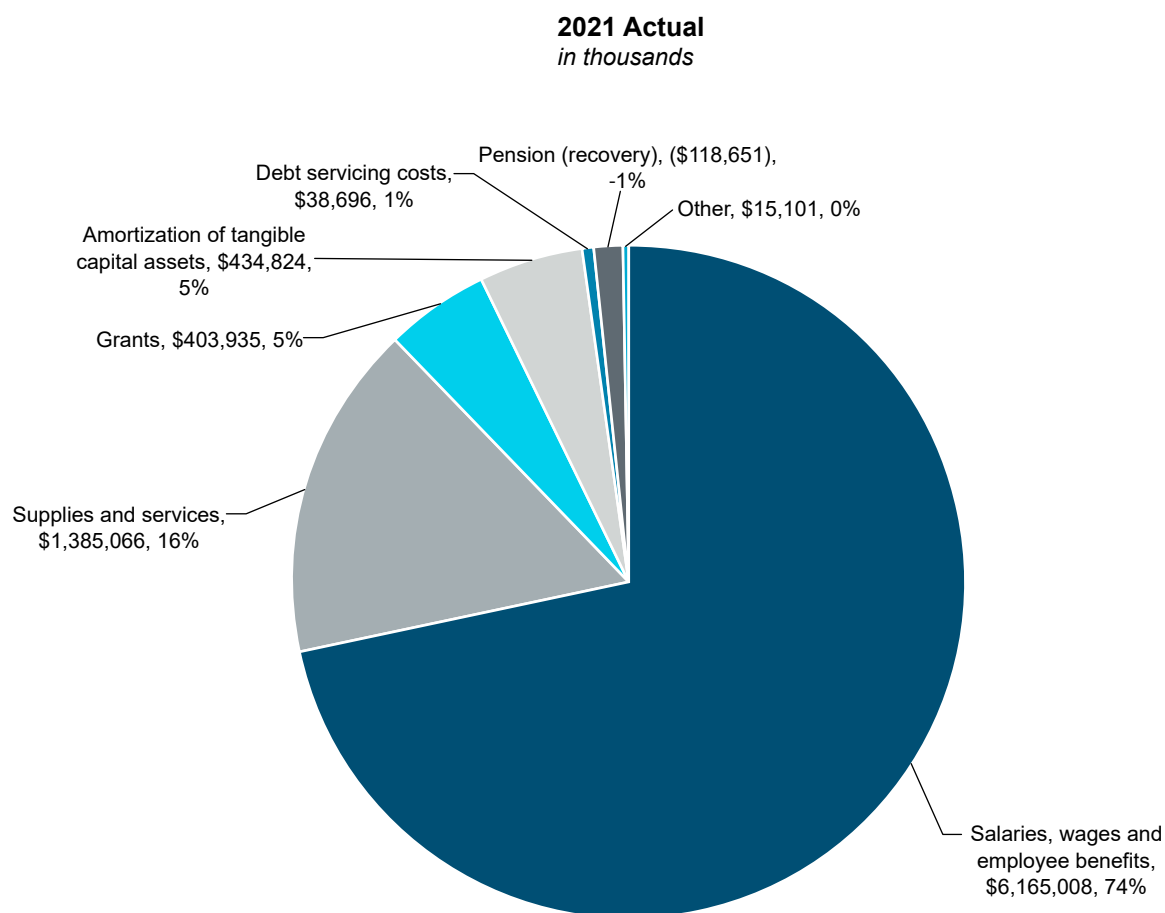
The following information presents detailed revenues of the ministry. The objective of detailed revenues disclosure is to provide information that is useful in understanding and assessing the financial impact of government's revenue raising and for enhancing legislative control.



- Education property taxes remained the largest contribution to the ministry's revenue. In 2020-21, education property taxes totaled over \$2.48 billion, or 71 per cent, of the ministry's revenue. Actual education property taxes were approximately \$76.2 million or 3 per cent lower than budgeted due to the budgeted tax increase not being implemented.
- Other Revenue totaled \$197.5 million. The Other Revenue category includes other supplies and services revenue, rental revenues, transfer of capital assets, gain on disposal of tangible capital assets and other miscellaneous revenues.

Expenses – Directly Incurred Detailed by Object (unaudited)

The following information presents expenses of the ministry that were directly incurred by object. The objective of disclosure of expenses by object is to provide information that is useful in evaluating the economic impact of government acquiring or consuming various types of resources.



- The ministry's largest operating expense was salaries, wages and employee benefits, which accounted for 74 per cent of the total operating expenses.
- Supplies and services of \$1.3 billion (16 per cent) included contracts and contract services and materials and supplies.
- Grant expenses totaled \$403.9 million (5 per cent) and represented primarily grants to Private School Authorities.
- The remainder of ministry expenses were amortization of tangible capital assets \$434.8 million (5 per cent), debt servicing and other expense of \$53.8 million (1 per cent).

Supplemental Financial Information

Tangible Capital Assets (unaudited)

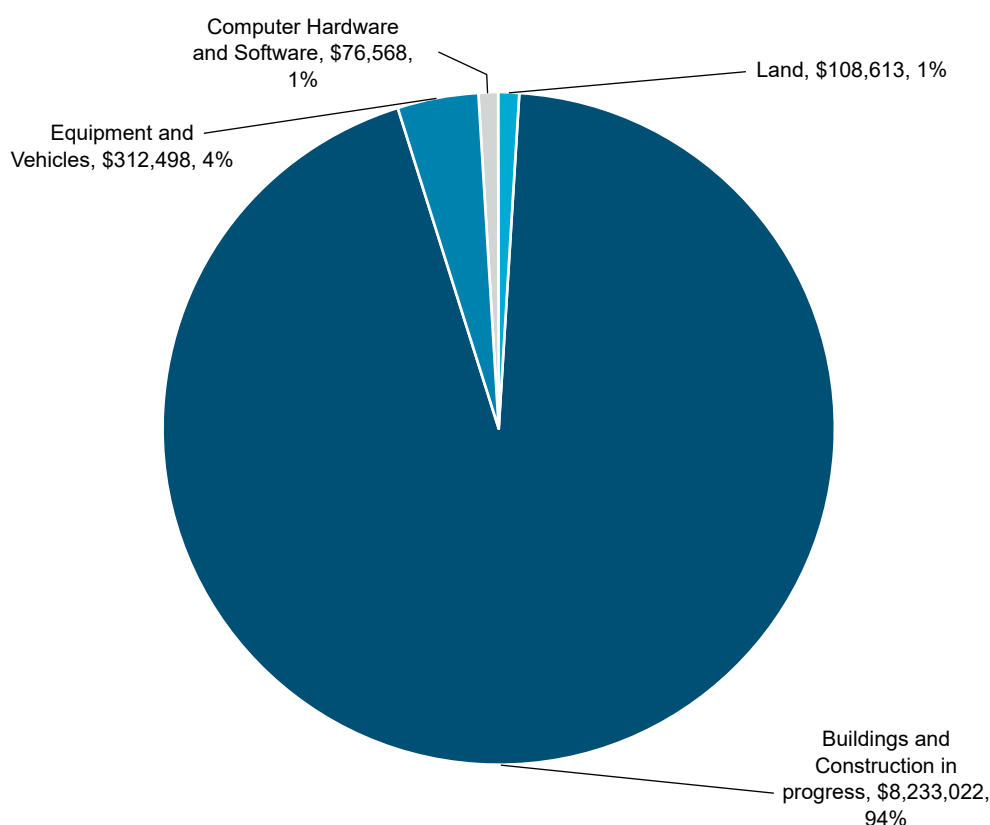
Net Book Value as of March 31, 2021

(in thousands)

					2021	2020
					Total	Total
					Computer hardware and software	
Estimated Useful Life	Land	Buildings	Equipment			
	Indefinite	10-50 yrs	3-25 yrs	3-10 yrs		
Historical cost						
Beginning of year	\$ 106,364	\$ 13,003,198	\$ 1,020,515	\$ 454,090	\$ 14,584,167	\$ 14,052,691
Additions	2,321	670,075	75,415	28,661	776,472	599,960
Transfers to/from Profit Centers	-	9	-	(29,347)	(29,338)	2,235
Disposals including write-downs	(72)	(38,026)	(23,637)	(4,719)	(66,454)	(70,716)
	108,613	13,635,256	1,072,293	448,685	15,264,847	14,584,170
Accumulated amortization						
Beginning of year	\$ -	\$ 5,092,709	\$ 712,348	\$ 363,852	\$ 6,168,909	\$ 5,801,227
Amortization expense	-	330,022	69,600	35,203	434,825	433,308
Transfers to/from Profit Centers	-	-	-	(22,264)	(22,264)	-
Disposals including write-downs	-	(20,497)	(22,153)	(4,674)	(47,324)	(65,623)
	-	5,402,234	759,795	372,117	6,534,146	6,168,912
Net book value at March 31, 2021	\$ 108,613	\$ 8,233,022	\$ 312,498	\$ 76,568	\$ 8,730,701	
Net book value at March 31, 2020	\$ 106,364	\$ 7,910,488	\$ 308,169	\$ 90,237		\$ 8,415,258

Tangible Capital Assets (unaudited) (continued)

(in thousands)



- Buildings and construction in progress remained the largest component of tangible capital assets net book value. As of March 31, 2021, net book value of buildings and construction in progress totaled \$8.2 billion, or 94 per cent, of the total tangible capital assets net book value. Included in net book value of buildings and construction in progress are capital leases of \$199.0 million and construction in progress of \$532.7 million. No amortization is recorded on construction in progress until the asset is completed and in use.
- The remainder of ministry net book value of tangible capital assets is equipment and vehicles at \$312.4 million, computer hardware and software of \$76.5 million and land at \$108.6 million.
- Alberta Education provided \$106.2 million in Infrastructure Maintenance and Renewal (IMR) funding for life-cycle maintenance of schools to ensure healthy and safe learning environments, and \$244.4 million in Capital Maintenance and Renewal (CMR) program in an effort to generate employment in Alberta during the COVID-19 pandemic.

Portfolio Investments (unaudited)

	2021		2020	
	Book Value	Fair Value	Book Value	Fair Value
Interest-bearing securities	<i>In thousands</i>			
Deposits and short-term securities	\$ 124,919	\$ 124,022	\$ 133,013	\$ 131,711
Bonds and mortgages	4,753	5,202	5,417	5,715
	129,672	129,224	138,430	137,426
Equities				
Canadian equities	1,841	7,901	1,619	6,032
Global developed equities	400	552	369	478
Pooled investment funds	8,227	10,468	7,988	9,674
	10,468	18,921	9,976	16,184
Strategic, tactical, and currency investments	1,620	1,620	1,824	1,824
	\$ 141,760	\$ 149,765	\$ 150,230	\$ 155,434

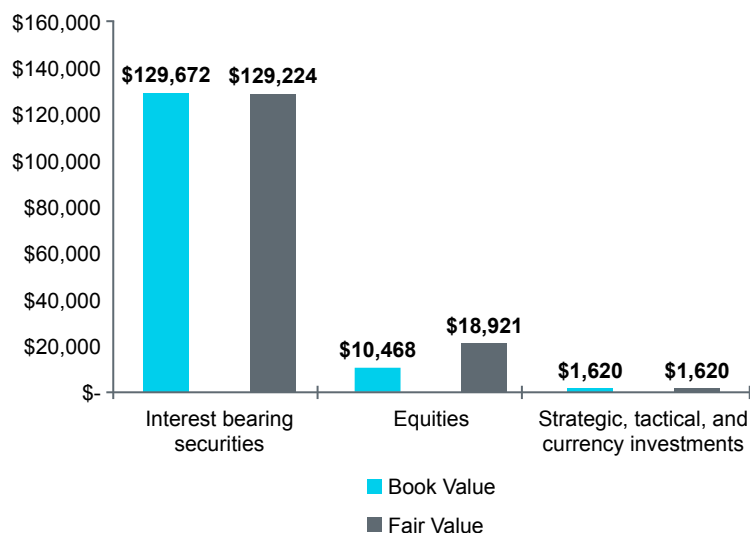
The following is a breakdown of portfolio investments:

	2021		2020	
	Book Value	Fair Value	Book Value	Fair Value
Operating	<i>In thousands</i>			
Other funds and agencies	\$ 132,495	\$ 139,977	\$ 141,315	\$ 146,210
	132,495	139,977	141,315	146,210
Endowments	9,265	9,788	8,915	9,224
Total portfolio investments	\$ 141,760	\$ 149,765	\$ 150,230	\$ 155,434

Portfolio Investments (unaudited)(continued)

Comparison of Book Value to Fair Value as of March 31, 2021

(in thousands)



- The total portfolio investment for 2021 was \$141.8 million at cost and \$149.8 million at fair market value. Interest-bearing securities and equities are the two largest types of portfolio investments.
- Interest-bearing securities include deposits, short-term securities, bonds and mortgages. Equities include Canadian equities, global developed equities, and pooled investment funds.
- In 2021, the fair market value of interest-bearing securities was lower than cost by \$448,000 or 0.35 per cent while the fair market value of equities was significantly greater than cost by \$8.5 million or 45 per cent.

Other Financial Information

Statement of Credit or Recovery (unaudited)

Department of Education

For the year ended March 31, 2021

(in thousands)

The following has been prepared pursuant to Section 24(3) of the Financial Administration Act.

	Authorized	Actual Revenue Recognized	Unearned Revenue	Total Revenue Received/ Receivable	(Shortfall)/ Excess
	<i>(in thousands)</i>				
EXPENSE					
1 French Language Program	\$ 11,000	\$ 13,768	\$ -	\$ 13,768	\$ 2,768
2 Diploma Exam Rewrites	1,530	21	-	21	(1,509)
3 High School Transcripts	1,400	418	-	418	(982)
4 Educational Print Services	1,500	484	-	484	(1,016)
5 Teacher Certification	775	802	-	802	27
6 Other Fees and Licences	20	178	-	178	158
	<u>\$ 16,225</u>	<u>\$ 15,671</u>	<u>\$ -</u>	<u>\$ 15,671</u>	<u>\$ (554)</u>

(1) Shortfall is deducted from current year's corresponding funding authority

- French Language Program:** Funding is received from the federal government to support french minority language and second language education programs.
- Diploma Exam Rewrites:** Revenue is generated from the fees collected from students and from sales of diploma examinations outside of Alberta which funds the costs of writing examinations for retesting and rescoreing.
- High School Transcripts:** Revenue is generated from the fees collected for the delivery of high school transcripts and copyrights.
- Educational Print Services:** Revenue is generated from the sale of education print services such as curriculum booklets, brochures, posters and other materials are also sold through the Queen's Printer.
- Teacher Certification:** Revenue is generated from fees collected for the evaluation of teacher credentials and the costs associated with the issuance of teacher certificates.
- Other Fees and Licences:** Revenue is generated from the fees collected from the licence agreements for achievement tests and diploma examinations.

All of the above initiatives' credits or recoveries are reported in ministry's Statement of Revenues and Expenses.

Lapse/Encumbrance (unaudited)**Department of Education****Year ended March 31, 2021**

(in thousands)

EXPENSE VOTE BY PROGRAM						
	Voted Estimate ⁽¹⁾	Supplementary Estimate ⁽²⁾	Adjustments ⁽³⁾	Adjusted Voted Estimate	Voted Actuals ⁽⁴⁾	Over Expended (Unexpended)
1 Ministry support services						
1.1 Minister's Office	\$ 769	\$ -	\$ -	\$ 769	\$ 922	\$ 153
1.2 Deputy Minister's Office	664	-	-	664	609	(55)
1.3 Corporate Services	5,007	-	-	5,007	5,213	206
	6,440	-	-	6,440	6,744	304
2 Education System Support						
	86,750	-	-	86,750	72,165	(14,585)
	86,750	-	-	86,750	72,165	(14,585)
3 Operating Support for School Jurisdictions						
3.1 Base Funding	1,728,755	74,000	-	1,802,755	1,698,942	(103,813)
3.2 Learning Support Funding	1,315,179	174,949	-	1,490,128	1,560,499	70,371
3.3 Operations and Maintenance	651,427	-	-	651,427	677,145	25,718
3.4 Transportation	309,586	-	-	309,586	273,648	(35,938)
3.5 Governance and Administration	278,100	-	-	278,100	276,342	(1,758)
	4,283,047	248,949	-	4,531,996	4,486,577	(45,420)

Lapse/Encumbrance (unaudited) (continued)**Department of Education****Year ended March 31, 2021**

(in thousands)

	Voted Estimate ⁽¹⁾	Supplementary Estimate ⁽²⁾	Adjust- ments ⁽³⁾	Adjusted Voted Estimate	Voted Actuals ⁽⁴⁾	Over Expended (Unexpended)
4 Accredited Private Schools and Early Childhood service Operators						
4.1 Accredited Private Schools Support	177,318	7,897	-	185,215	203,547	18,332
4.2 Accredited Private Early childhood Service Operators Support	116,330	4,394	-	120,724	134,674	13,950
	293,648	12,291	-	305,939	338,221	32,282
5 School Facilities	-	-	-	-	-	-
5.1 School Facilities Infrastructure	-	-	-	-	-	-
Capital Grants						
5 School Facilities	1,000	-	-	1,000	5,653	4,653
5.1 School Facilities Infrastructure	1,000	-	-	1,000	5,653	4,653
Capital Payments to Related Parties						
5 School Facilities	112,811	251,786	-	364,597	359,100	(5,497)
5.1 School Facilities Infrastructure						
Debt Servicing						
5 School Facilities	26,972	-	-	26,972	26,973	1
5.2 Alberta Schools Alternative Procurement	-	-	-	-	(554)	(554)
Credit or Recovery (Shortfall)	\$ 4,810,668	\$ 513,026	\$ -	\$ 5,323,694	\$ 5,294,879	\$ (28,815)
Total						
Encumbrance/(Lapse)						\$ (28,815)

Lapse/Encumbrance (unaudited) (continued)

Department of Education
Year ended March 31, 2021
(in thousands)

	Voted Estimate ⁽¹⁾	Supplementary Estimate ⁽²⁾	Adjust- ments ⁽³⁾	Adjusted Voted Estimate	Voted Actuals ⁽⁴⁾	Over Expended (Unexpended)
CAPITAL INVESTMENT VOTE BY PROGRAM						
2 Education System Support	\$ 565	\$ -	\$ -	\$ 565	\$ 200	\$ (365)
Total	\$ 565	\$ -	\$ -	\$ 565	\$ 200	\$ (365)
Encumbrance/(Lapse)						\$ (365)

FINANCIAL TRANSACTIONS VOTE BY PROGRAM

5 School Facilities						
5.2 Alberta Schools Alternative Procurement	\$ 16,506	\$ -	\$ -	\$ 16,506	\$ 16,497	\$ (9)
Total	\$ 16,506	\$ -	\$ -	\$ 16,506	\$ 16,497	\$ (9)
Encumbrance/(Lapse)						\$ (9)

- (1) As per "Expense Vote by Program", "Capital Investment Vote by Program" and "Financial Transactions Vote by Program" page 79 and 80 of the 2020-21 Government Estimates.
- (2) Supplementary Supply Estimates No.1 approved on November 24, 2020 and Supplementary Supply Estimates No.2 approved on March 11, 2021.
- (3) Adjustments include encumbrances, capital carry over amounts, transfers between votes and credit or recovery increases approved by Treasury Board and credit or recovery shortfalls. An encumbrance is incurred when, on a vote-by-vote basis, the total of actual disbursements in the prior year exceed the total adjusted estimate. All calculated encumbrances from the prior year are reflected as an adjustment to reduce the corresponding voted estimate in the current year.
- (4) Actuals exclude non-voted amounts as no cash disbursement is required (non-cash amounts), or because the Legislative Assembly has already provided the funding authority pursuant to a statute other than an appropriation act. Non-cash amounts (such as amortization and valuation adjustments) are excluded as these amounts do not require any expenditure or payment of public money.

Ministry of Education

School jurisdictions adjusted accumulated reserves from operations (ASO) and capital reserves

(in thousands)

	2020	2019 Restated	Change
Adjusted Accumulated Reserves from Operations	\$ 383,825	\$ 379,439	\$ 4,386
Capital Reserves	222,240	208,778	13,462
	<u>\$ 606,065</u>	<u>\$ 588,217</u>	<u>\$ 17,848</u>

- School jurisdictions' ASO increased by \$4.4 million, or 1.2 per cent, from \$379.4 million in 2018-19 (restated) school fiscal year to \$383.8million in 2019-20 school fiscal year.
- School jurisdictions' capital reserves have increased by \$13.5 million, or 6.4 per cent, from \$208.8 million in 2018-19 (restated) to \$222.2 million.
- *Fiscal Measures and Taxation Act, 2020* (formerly Bill 5) was introduced into Legislation on March 3, 2020. This bill creates a temporary, 2-year measure requiring school jurisdictions to obtain ministerial approval before spending reserve funds, beginning in the 2020-21 school year.
- Adjusted Accumulated Surplus from Operations (ASO) has been considered a key financial health indicator of school jurisdictions by Treasury Board and Finance and Minister of Education. Financial Reporting and Accountability Branch (FRA) at the Ministry of Education monitors the school jurisdictions' ASO balances during the annual review processes of the Spring Budget Report and Audited Financial Statements.
- FRA examines, based on developed criteria, the reasonability of the school jurisdictions' ASO balances as a percent of the annual operating expenditures.
- When the ASO for a school jurisdiction is below zero, they are considered to be in an accumulated deficit position and an approved Deficit Elimination Plan is required. For the year ending August 31, 2020 only two school jurisdictions were in an accumulated deficit position.

Financial Statements of Other Reporting Entities

Alberta School Foundation Fund

Financial Statements

March 31, 2021

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Independent Auditor's Report

To the Minister of Education

Report on the Financial Statements

Opinion

I have audited the financial statements of the Alberta School Foundation Fund (the Fund), which comprise the statement of financial position as at March 31, 2021, and the statements of operations, change in net financial assets, and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In my opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Fund as at March 31, 2021, and the results of its operations, its changes in net financial assets, and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Basis for opinion

I conducted my audit in accordance with Canadian generally accepted auditing standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of my report. I am independent of the Fund in accordance with the ethical requirements that are relevant to my audit of the financial statements in Canada, and I have fulfilled my other ethical responsibilities in accordance with these requirements. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Other information

Management is responsible for the other information. The financial statement of the Fund are included in the *Annual Report of the Ministry of Education*. The other information comprises the information included in the *Annual Report of the Ministry of Education* relating to the Fund, but does not include the financial statements of the Fund and my auditor's report thereon. The *Annual Report of the Ministry of Education* is expected to be made available to me after the date of this auditor's report.

My opinion on the financial statements does not cover the other information and I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial statements, my responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or my knowledge obtained in the audit, or otherwise appears to be materially misstated.

If, based on the work I will perform on this other information, I conclude that there is a material misstatement of this other information, I am required to communicate the matter to those charged with governance.

Responsibilities of management and those charged with governance for the financial statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of the financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Fund's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless an intention exists to liquidate or to cease operations, or there is no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Fund's financial reporting process.

Auditor's responsibilities for the audit of the financial statements

My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, I exercise professional judgment and maintain professional skepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Fund's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Fund's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the Fund to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

[Original signed by W. Doug Wylie FCPA, FCMA, ICD.D]
Auditor General

June 1, 2021
Edmonton, Alberta

Alberta School Foundation Fund

Statement of Operations

Year ended March 31, 2021

	2021		2020
	Budget	Actual	Actual
	<i>(in thousands)</i>		
Revenues			
Other Taxes			
Education Property Tax	\$ 2,294,393	\$ 2,239,502	\$ 2,218,547
Investment Income	300	40	60
	2,294,693	2,239,542	2,218,607
Expenses			
Programs			
Payments to School Boards	2,291,396	2,242,984	2,190,043
Bad Debt Expense (Note 2b)	425	313	362
Debt Servicing			
Interest and Bank Charges	2,989	1,630	5,856
	2,294,810	2,244,927	2,196,261
Annual (Deficit) Surplus	\$ (117)	\$ (5,386)	\$ 22,346

The accompanying notes are part of these financial statements.

Alberta School Foundation Fund

Statement of Financial Position

As At March 31, 2021

	2021	2020
	<i>(in thousands)</i>	
Financial Assets		
Cash and Cash Equivalents (Note 3)	\$ 25,443	\$ 30,878
Accounts Receivable (Note 4)	2,155	173
	27,598	31,051
Liabilities		
Accounts Payable and Accrued Liabilities (Note 6)	8,575	6,642
	8,575	6,642
Net Assets	\$ 19,023	\$ 24,409
Net Assets at Beginning of Year	\$ 24,409	\$ 2,063
Annual (Deficit) Surplus	(5,386)	22,346
Net Assets at End of Year	\$ 19,023	\$ 24,409

Contingent Liabilities are presented in Note 6.

The accompanying notes are part of these financial statements.

Alberta School Foundation Fund

Statement of Change in Net Financial Assets

Year ended March 31, 2021

	2021		2020
	Budget	Actual	Actual
	<i>(in thousands)</i>		
Annual (Deficit) Surplus	\$ (117)	\$ (5,386)	\$ 22,346
(Decrease) Increase in Net Financial Assets	\$ (117)	\$ (5,386)	\$ 22,346
Net Financial Assets at Beginning of Year		24,409	2,063
Net Financial Assets at End of Year		\$ 19,023	\$ 24,409

The accompanying notes are part of these financial statements.

Alberta School Foundation Fund

Statement of Cash Flows

Year ended March 31, 2021

	2021	2020
	<i>(in thousands)</i>	
Operating Transactions		
Annual (Deficit) Surplus	\$ (5,386)	\$ 22,346
(Decrease) Increase in Accounts Receivable	(1,982)	1,832
Increase in Accounts Payable and Accrued Liabilities	1,933	2,752
Cash (Applied to) Provided by Operating Transactions	(5,435)	26,930
Cash and Cash Equivalents at Beginning of Year	30,878	3,948
Cash and Cash Equivalents at End of Year	\$ 25,443	\$ 30,878

The accompanying notes are part of these financial statements.

Alberta School Foundation Fund

Notes to the Financial Statements

March 31, 2021

Note 1 Authority and Purpose

The Alberta School Foundation Fund (the Fund) operates under the authority of the *Education Act*, Statutes of Alberta 2012, Chapter E-0.3.

The Fund makes requisitions to municipalities based on the equalized assessment of real property in Alberta and mill rates established by the Lieutenant Governor in Council. The purpose of the Fund is to provide funding to school boards based on an equal amount per eligible student.

Note 2 Summary of Significant Accounting Policies and Reporting Practices

These financial statements are prepared in accordance with Canadian public sector accounting standards.

(a) Reporting Entity

The reporting entity is the Alberta School Foundation Fund, which is part of the Ministry of Education and for which the Minister of Education is accountable.

(b) Basis of Financial Reporting

Revenues

Revenue to be collected (or the requisition amount) is based on 32 per cent of the total budgeted operating expense of the education system. All revenues are reported on the accrual basis of accounting. The amount for the property tax relief programs are deducted against education property tax revenue.

Expenses

(in thousands)

Expenses are those costs for which the Fund has primary responsibility and accountability, as reflected in the Government's budget documents.

Opted-out separate school boards which have passed a resolution pursuant to Section 164(2) of the *Education Act* have the authority to requisition and collect levies from municipalities on their declared residential and non-residential property at a rate not less than the provincial rate applied in that municipality. As a result, these boards do not participate fully in the Alberta School Foundation Fund.

Alberta School Foundation Fund

Notes to the Financial Statements (continued)

March 31, 2021

Note 2 Summary of Significant Accounting Policies and Reporting Practices (continued)

(b) Basis of Financial Reporting (continued)

Expenses (continued)

(in thousands)

Payments to school boards include \$409,256 (2020: \$383,553) paid to opted out separate school boards to increase their funding to a level the boards would otherwise receive if participating partially in the Alberta School Foundation Fund.

Bad Debt Expense

The Minister approved the non-payment of property tax in the amount of \$313 (2020: \$362) for the City of Cold Lake on October 30, 2020 pursuant to section 167(11) of the *Education Act*.

Valuation of Financial Assets and Liabilities

Fair value is the amount of consideration agreed upon in an arm's length transaction between knowledgeable, willing parties who are under no compulsion to act.

The fair values of the Consolidated Cash Investment Trust Fund (CCITF), accounts receivable and accrued liabilities are estimated to approximate their carrying values because of the short-term nature of these instruments.

Net Assets

Net assets represents the difference between the carrying value of assets held by the Fund and its liabilities. Net assets are restricted by section 169(2) of the *Education Act* in that money in the Fund is payable only to school boards except when a payment to General Revenues is required to repay advances and make interest payments, or to refund municipalities for overpayments made to the Fund.

Measurement Uncertainty

Measurement uncertainty exists when there is a variance between the recognized or disclosed amount and another reasonably possible amount (see Note 6).

Note 3 Cash and Cash Equivalents

Cash and cash equivalents are comprised of deposits in CCITF of the Province of Alberta. The CCITF is managed with the objective of providing competitive interest income to depositors while maintaining appropriate security and liquidity of depositors' capital. The portfolio is comprised of high quality, short-term and mid-term fixed income securities with a maximum term to maturity of three years. As at March 31, 2021, securities held by CCITF have an average effective yield of 0.36 per cent per annum (2020: 1.77 per cent per annum). Due to the short-term nature of CCITF investments, the carrying value approximates fair value.

Alberta School Foundation Fund

Notes to the Financial Statements (continued)

March 31, 2021

Note 4 Accounts Receivable

(in thousands)

Accounts Receivable are unsecured and non-interest bearing.

	2021			2020	
	Gross Amount	Allowance For Doubtful Accounts	Net Realizable Value	Net Realizable Value	
Accounts Receivable					
Requisitions from municipalities	\$ 5,370	\$ (3,212)	\$ 2,158	\$	170
Receivables from school jurisdictions	(3)	-	(3)		3
Total	5,367	(3,212)	2,155	\$	173

Note 5 Related Party Transactions

(in thousands)

Operating costs incurred in the administration of the Fund borne by other ministries are not reflected in these financial statements. The Fund is prohibited from paying administration costs under section 169(3) of the *Education Act*.

Under the provisions of the *Financial Administration Act*, the Fund receives monthly advances from General Revenues to make payments to school boards in accordance with section 169(2) of the *Education Act*. The Fund repays the advances quarterly throughout the year as monies are received from municipalities and opted out separate school boards. The Fund pays interest on the advances at an average rate of 0.56 per cent (2020: 1.97 per cent). Interest is calculated on a pro rata basis for the number of days the advances are outstanding.

The Fund distributes monies to school boards based on an equal amount per eligible student.

The following describes the related party transactions of the Fund:

	2021	2020
Payments to school boards ^(a)	\$ 2,236,689	\$ 2,183,994
Interest on advances from general revenue	1,630	5,856
	<u>\$ 2,238,319</u>	<u>\$ 2,189,850</u>

(a) These amounts do not include net payments to the two school boards in Lloydminster, Saskatchewan totaling \$4,896 (2020: \$6,049), as they are not related parties.

Alberta School Foundation Fund

Notes to the Financial Statements (continued)

March 31, 2021

Note 6 Liabilities and Contingent Liabilities

(in thousands)

Accrued Liabilities

(a) In November 2017, the Provincial Education Requisition Credit (PERC) program was created to provide hardship relief for municipalities across Alberta who are unable to collect education property taxes owing on delinquent oil and gas properties.

The property tax relief program is retroactive to the 2015 tax year and was to be in place until 2019 but has been extended to the 2021 tax year in accordance with Section 167 (11) of the *Education Act*. The Minister of Education approved the recommendation from Municipal Affairs to approve 50 (2020: 36) municipalities' PERC applications for a total PERC claims of \$7,176 (2020: \$6,161). The total program maximum is \$10,000 per application year. Credits were not provided during the fiscal year so were accrued to be applied in June 2021 invoices.

(b) In July 2019, the Shallow Gas Tax Relief Initiative (SGTRI) was established to provide hardship relief for natural gas companies across Alberta who are struggling in the face of economic pressures facing their industry. The SGTRI was a one-time 2019 tax year credit provided to municipalities during the 2020 fiscal year. In 2021, there were no SGTRI applications to approve by the Minister of Education as recommended from Municipal Affairs (2020:84 applications for a total SGTRI claim of \$19,805).

(c) If it is determined that a municipality has paid an amount into the Alberta School Foundation Fund in excess of the sum that is required to be paid, the Minister of Education may order the repayment of the excess to the municipality. The amount required to be paid is equivalent to the sum of the applicable education property tax rates applied to the equalized assessment of the municipality for residential and farm land, non-residential property and machinery and equipment. At March 31, 2021 an amount of \$0 was owed to a municipality (2020: \$0).

The Fund has not recorded an allowance for assessment adjustments and appeals.

Contingent Liabilities

Contingent liabilities are possible obligations that may result in the future sacrifice of economic benefits arising from existing conditions or situations involving uncertainty.

The Alberta School Foundation Fund is not involved in any legal matters where damages are being sought.

Alberta School Foundation Fund

Notes to the Financial Statements (continued)

March 31, 2021

Note 7 Budget

The budget amounts in these financial statements are taken from the 2020/2021 Government Estimates approved on March 20, 2020.

Note 8 Approval of Financial Statements

The deputy minister and the senior financial officer approved these financial statements.

Other Financial Information

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The Following Reports are Unaudited.

Ministry Funding Provided to School Jurisdictions - Unaudited

Year ended March 31, 2021

	(in thousands)					
	Funding Framework (a)(f)	School Facilities Infrastructure (b)	Provincial and Other Initiatives (c)	Opted-Out Separate Boards (d)	Pension Costs (e)	Ministry Total
School Jurisdictions Funding						
The Aspen View School Division	\$ 33,904	\$ 3,017	\$ 1,510	\$ -	\$ 1,820	\$ 40,251
The Battle River School Division	67,138	3,691	3,397	-	3,698	77,924
The Black Gold School Division	113,988	4,062	6,849	-	6,949	131,848
The Buffalo Trail School Division	47,002	3,805	1,822	-	2,580	55,209
The Calgary Roman Catholic Separate School Division	518,970	23,795	24,544	(93,041)	32,045	506,313
The Calgary School Division	1,121,681	57,986	50,792	-	71,358	1,301,817
The Canadian Rockies School Division	19,144	2,842	839	-	134	22,959
The Chinook's Edge School Division	106,804	5,994	5,736	-	5,138	123,672
The Christ the Redeemer Catholic Separate School Division	86,590	3,804	6,035	(7,733)	1,516	90,212
The Clearview School Division	28,108	1,781	1,058	-	384	31,331
The East Central Alberta Catholic Separate School Division	20,781	1,783	1,138	(1,438)	697	22,961
The East Central Francophone Education Region	12,699	1,412	1,988	-	24,002	40,101
The Edmonton Catholic Separate School Division	428,709	21,588	22,536	(65,168)	55,870	463,535
The Edmonton School Division	993,540	48,192	47,354	-	3,702	1,092,788
The Elk Island Catholic Separate School Division	67,897	3,862	3,430	(11,567)	9,384	73,006
The Elk Island School Division	161,818	7,039	8,307	-	2,529	179,693
The Evergreen Catholic Separate School Division	38,589	1,653	2,057	(6,674)	3,880	39,505
The Foothills School Division	76,012	3,411	4,598	-	6,388	90,409
The Fort McMurray School Division	73,092	1,946	2,736	-	3,979	81,753
The Fort McMurray Roman Catholic Separate School Division	74,827	3,442	4,731	(1,528)	2,341	83,813
The Fort Vermillion School Division	42,602	3,062	2,576	-	1,977	50,217
The Golden Hills School Division	66,751	3,546	4,199	-	4,850	79,346
The Grande Prairie Roman Catholic Separate School Division	55,608	3,330	2,343	(4,896)	2,711	59,096
The Grande Prairie School Division	82,384	4,050	4,295	-	2,995	93,724
The Grande Yellowhead School Division	50,421	3,390	1,997	-	2,344	58,152
The Grasslands Regional Division	40,804	3,124	1,608	-	2,731	48,267
The Greater North Central Francophone Education Region	46,054	4,796	6,007	-	3,111	59,968
The Greater St. Albert Roman Catholic Separate School Division	54,877	3,711	2,499	(8,655)	2,046	54,478

Ministry Funding Provided to School Jurisdictions - Unaudited (continued)

Year ended March 31, 2021

	(in thousands)					
	Funding Framework (a)(f)	School Facilities Infrastructure (b)	Provincial and Other Initiatives (c)	Opted-Out Separate Boards (d)	Pension Costs (e)	Ministry Total
School Jurisdictions Funding (continued)						
The High Prairie School Division	\$ 37,057	\$ 1,573	\$ 1,364	\$ -	\$ 1,483	\$ 41,477
The Holy Family Catholic Separate School Division	24,418	2,850	1,649	(1,571)	3,046	30,392
The Holy Spirit Roman Catholic Separate School Division	50,649	2,093	2,166	(7,148)	2,212	49,972
The Horizon School Division	38,836	1,624	1,877	-	1,721	44,058
The Lakeland Roman Catholic Separate School Division	28,565	2,880	1,248	(2,088)	1,144	31,749
The Lethbridge School Division	108,229	6,441	5,896	-	2,275	122,841
The Living Waters Catholic Separate School Division	21,296	2,717	805	(1,322)	720	24,216
The Livingstone Range School Division	40,251	2,972	1,520	-	282	45,025
The Medicine Hat Roman Catholic Separate School Division	26,836	2,990	1,152	(4,458)	38	26,558
The Medicine Hat School Division	73,477	4,129	3,361	-	204	81,171
The Northern Gateway Regional Division	53,662	3,359	2,093	-	1,653	60,767
The Northern Lights School Division	66,644	2,200	2,510	-	442	71,796
The Northland School Division	37,630	2,852	1,262	-	5,054	46,798
The Northwest Francophone Education Region	8,248	494	1,226	-	6,343	16,311
The Palliser School Division	84,033	3,525	5,961	-	1,992	95,511
The Parkland School Division	109,903	6,224	5,171	-	3,790	125,088
The Peace River School Division	43,680	3,103	1,509	-	3,459	51,751
The Peace Wapiti School Division	68,833	3,171	3,006	-	1,177	76,187
The Pembina Hills Regional Division	53,227	3,212	16,411	-	2,297	75,147
The Prairie Land School Division	23,061	2,940	899	-	5,665	32,565
The Prairie Rose School Division	42,950	1,733	1,879	-	6,238	52,800
The Red Deer Catholic Separate School Division	93,388	3,784	4,139	(8,344)	13,933	106,900
The Red Deer School Division	102,507	6,096	4,762	-	4,856	118,221
The Rocky View School Division	230,763	10,254	12,591	-	2,541	256,149
The St. Albert School Division	78,520	4,591	3,724	-	2,361	89,196
The St. Paul Division	36,812	1,895	1,575	-	2,951	43,233
The St. Thomas Aquinas Roman Catholic Separate School Division	40,201	2,325	2,402	(5,006)	176	40,098
The Sturgeon School Division	61,345	3,042	2,267	-	1,411	68,065
The Southern Francophone Education Region	41,872	3,978	4,070	-	2,623	52,543
The Westwind School Division	44,546	1,956	1,830	-	2,577	50,909
The Wetaskiwin School Division	41,202	3,180	1,630	-	2,441	48,453
The Wild Rose School Division	49,439	3,776	2,299	-	2,747	58,261
The Wolf Creek School Division	73,886	4,500	3,271	-	4,335	85,992
Funding to School Jurisdictions	\$ 6,466,760	\$ 346,573	\$ 334,506	\$ (230,637)	\$ 355,346	\$ 7,272,548

Ministry Funding Provided to School Jurisdictions - Unaudited (continued)

Year ended March 31, 2021

	(in thousands)					
	Funding Framework (a)(f)	School Facilities Infrastructure (b)	Provincial and Other Initiatives (c)	Opted-Out Separate Boards (d)	Pension Costs (e)	Ministry Total
Charter School Funding						
Almadina School Society	\$ 10,705	\$ 771	\$ 480	\$ -	\$ 604	\$ 12,560
Aurora School Ltd.	7,258	400	342	-	473	8,473
Boyle Street Education Centre	3,222	-	562	-	132	3,916
Calgary Arts Academy Society	4,088	300	231	-	195	4,814
Calgary Girls' School Society	4,594	1,296	262	-	294	6,446
CAPE - Centre for Academic and Personal Excellence Institute	2,346	647	120	-	5,966	9,079
Connect Charter School Society	5,501	1,400	248	-	1,178	8,327
Foundations for the Future Charter Academy Charter School Society	29,583	2,415	2,500	-	3,955	38,453
Mother Earth's Children's Charter School Society	392	-	405	-	2,880	3,677
New Horizons Charter School Society	3,347	500	170	-	3,668	7,685
Suzuki Charter School Society	3,016	2,400	139	-	4,717	10,272
Valhalla School Foundation	1,098	-	227	-	50	1,375
Westmount Charter School Society	12,855	2,400	526	-	845	16,626
Funding to Charter Schools	\$ 88,005	\$ 12,529	\$ 6,212	\$ -	\$ 24,957	\$ 131,703
Total Funding to Related Parties	\$ 6,554,765	\$ 359,102	\$ 340,718	\$ (230,637)	\$ 380,303	\$ 7,404,251
Non-Related Parties						
Lloydminster Public School Division	\$ 22,762	\$ 2,785	\$ 1,043	\$ (7,494)	\$ 1,402	\$ 20,498
Lloydminster Roman Catholic Separate School Division	15,906	2,789	818	(1,648)	4,444	22,309
Total Funding to Non-Related Parties	\$ 38,668	\$ 5,574	\$ 1,861	\$ (9,142)	\$ 5,846	\$ 42,807
All Funded School Jurisdictions	\$ 6,593,433	\$ 364,676	\$ 342,579	\$ (239,779)	\$ 386,149	\$ 7,447,058

Ministry Funding Provided to School Jurisdictions - Unaudited (continued)

Year ended March 31, 2021

- (a) The Funding Framework is based on funding profiles. In September 2020, Alberta Education introduced a new funding model which provides funding to Jurisdictions through Base instruction grants, Supports and Services grants, School grants, Community grants and Jurisdiction grants.
- (b) School Facilities Infrastructure consists of funding provided to school jurisdictions for school building capital projects. The Ministry provided funding for Capital Maintenance and Renewal (CMR) infrastructure projects at schools in an effort to generate employment in Alberta during the Covid-19 pandemic. School Facilities Operations and Maintenance funding is included in the Funding Framework.
- (c) Provincial and Other Initiatives provide funding to school authorities including the Government of Canada Safe Return to Class Fund, Critical Worker Benefit (Wage Top-Up) initiative, Regional Collaborative Service Delivery, Regional Consortium and Federal Language programs.
- (d) Opted-out separate school boards, which have passed a resolution pursuant to section 164(2) of the *Education Act*, have the authority to requisition and collect from municipalities levies on their declared residential and non-residential property at a rate of not less than the provincial rate applied in that municipality. These amounts collected from municipalities are shown as a reduction to funding from the Ministry.
- (e) Pension Costs are the cost of Ministry contributions for teachers of school jurisdictions and employer contributions for current service employees during the fiscal year.
- (f) The Funding Framework is supported by education property tax directly requisitioned by opted-out separate school boards from their municipalities as shown in column d.

Statement of Remissions, Compromises, and Write-Offs - Unaudited

Year ended March 31, 2021

The following statement has been prepared pursuant to Section 23 of the *Financial Administration Act*.
This statement includes all remissions, compromises, and write-offs made or approved during the period.

	<u>(in thousands)</u>
Write-Offs	
Department Accounts Receivable	\$ 1
Alberta School Foundation Fund Accounts Receivable	313
School Jurisdiction Accounts Receivable	2,838
Total remissions, compromises, and write-offs ⁽¹⁾	<u>\$ 3,152</u>

(1) No remission or compromise expenses were incurred.

Unaudited Summary of School Jurisdictions' Financial Information

(includes School Boards and Charter Schools)

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Net Assets

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

Summary of Significant Accounting Policies

Disclosure of Salaries and Benefits for Superintendent Positions

For additional information:

The audited financial statements of school jurisdictions are available on the Government of Alberta's website at <https://www.alberta.ca/K-12-education-financial-statements.aspx/>.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Net Assets

As at August 31, 2020

	(in dollars)			
	Almadina School Society	The Aspen View School Division	Aurora School Ltd.	The Battle River School Division
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 1,487,152	\$ 6,822,108	\$ 2,863,160	\$ 5,444,815
Accounts receivable (net after allowances)	36,366	447,936	121,365	5,422,353
Portfolio investments				
Operating	2,516,688	79,894	1,528,612	4,501,600
Endowments	-	-	-	-
Inventories for resale	-	-	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 4,040,206	\$ 7,349,938	\$ 4,513,138	\$ 15,368,768
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	787,844	2,438,256	544,805	8,493,075
Unspent deferred contributions	153,558	1,427,970	200,738	1,612,332
Employee future benefits liabilities	-	428,026	-	-
Environmental liabilities	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported: Debentures	-	-	-	-
Mortgages and capital loans	-	-	-	-
Capital leases	-	-	-	-
Total liabilities	\$ 941,402	\$ 4,294,252	\$ 745,543	\$ 10,105,407
Net financial assets	\$ 3,098,804	\$ 3,055,686	\$ 3,767,595	\$ 5,263,361
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 2,904,801	\$ 51,145,389	\$ 6,751,010	\$ 54,305,251
Inventory of supplies	-	-	9,326	371,179
Prepaid expenses	72,872	360,655	52,694	788,146
Other non-financial assets	-	-	-	-
Total non-financial assets	\$ 2,977,673	\$ 51,506,044	\$ 6,813,030	\$ 55,464,576
Net assets before spent deferred capital contributions	\$ 6,076,477	\$ 54,561,730	\$ 10,580,625	\$ 60,727,937
Spent deferred capital contributions	2,372,555	48,292,338	2,403,267	45,271,485
Net assets	\$ 3,703,922	\$ 6,269,392	\$ 8,177,358	\$ 15,456,452
Net assets is comprised of:				
Unrestricted surplus	\$ 2,123,678	\$ -	\$ 689,143	\$ -
Total operating reserves	448,000	2,168,547	3,140,472	4,742,791
Accumulated Surplus from Operations	\$ 2,571,678	\$ 2,168,547	\$ 3,829,615	\$ 4,742,791
Investment in tangible capital assets	532,244	3,088,551	4,347,743	9,033,771
Total capital reserves*	600,000	1,012,294	-	1,679,890
Endowments	-	-	-	-
Accumulated operating surplus (deficit)	\$ 3,703,922	\$ 6,269,392	\$ 8,177,358	\$ 15,456,452
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 3,703,922	\$ 6,269,392	\$ 8,177,358	\$ 15,456,452

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Net Assets

As at August 31, 2020

	(in dollars)			
	The Black Gold School Division	Boyle Street Education Centre	The Buffalo Trail School Division	Calgary Arts Academy Society
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 7,380,472	\$ 2,159,874	\$ 3,453,073	\$ 960,462
Accounts receivable (net after allowances)	2,601,778	23,519	1,997,376	38,780
Portfolio investments				
Operating	9,075,668	-	-	-
Endowments	-	-	-	-
Inventories for resale	-	-	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 19,057,918	\$ 2,183,393	\$ 5,450,449	\$ 999,242
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	7,150,038	51,076	2,430,656	543,113
Unspent deferred contributions	1,574,950	-	1,089,537	-
Employee future benefits liabilities	714,072	-	-	-
Environmental liabilities	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported: Debentures	-	-	-	-
Mortgages and capital loans	-	-	-	-
Capital leases	-	-	-	-
Total liabilities	\$ 9,439,060	\$ 51,076	\$ 3,520,193	\$ 543,113
Net financial assets	\$ 9,618,858	\$ 2,132,317	\$ 1,930,256	\$ 456,129
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 154,717,476	\$ 69,115	\$ 56,604,073	\$ 12,018,582
Inventory of supplies	611,208	-	51,878	6,348
Prepaid expenses	906,665	5,815	515,962	6,063
Other non-financial assets	-	-	-	-
Total non-financial assets	\$ 156,235,349	\$ 74,930	\$ 57,171,913	\$ 12,030,993
Net assets before spent deferred capital contributions	\$ 165,854,207	\$ 2,207,247	\$ 59,102,169	\$ 12,487,122
Spent deferred capital contributions	146,571,798	-	54,395,787	11,266,387
Net assets	\$ 19,282,409	\$ 2,207,247	\$ 4,706,382	\$ 1,220,735
Net assets is comprised of:				
Unrestricted surplus	\$ 289,881	\$ 638,132	\$ 1,981,393	\$ 468,540
Total operating reserves	8,536,178	1,500,000	472,172	-
Accumulated Surplus from Operations	\$ 8,826,059	\$ 2,138,132	\$ 2,453,566	\$ 468,540
Investment in tangible capital assets	8,145,679	69,115	2,208,291	752,195
Total capital reserves*	2,310,671	-	44,525	-
Endowments	-	-	-	-
Accumulated operating surplus (deficit)	\$ 19,282,409	\$ 2,207,247	\$ 4,706,382	\$ 1,220,735
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 19,282,409	\$ 2,207,247	\$ 4,706,382	\$ 1,220,735

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Net Assets

As at August 31, 2020

	(in dollars)			
	Calgary Girls' School Society	The Calgary Roman Catholic Sep. School Division	The Calgary School Division	The Canadian Rockies School Division
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 878,177	\$ 70,821,828	\$ 158,692,000	\$ 7,776,536
Accounts receivable (net after allowances)	50,039	33,115,270	48,490,000	1,130,776
Portfolio investments				
Operating	1,530,860	-	14,255,000	106,907
Endowments	-	-	8,146,000	-
Inventories for resale	-	-	-	-
Other financial assets	-	357,800	-	-
Total financial assets	\$ 2,459,076	\$ 104,294,898	\$ 229,583,000	\$ 9,014,219
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	577,859	68,352,058	89,902,000	2,447,050
Unspent deferred contributions	304,539	4,314,536	52,003,000	4,174,001
Employee future benefits liabilities	-	7,107,682	25,456,000	-
Environmental liabilities	-	-	2,127,000	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported: Debentures	-	-	-	-
Mortgages and capital loans	-	-	-	-
Capital leases	-	-	13,584,000	-
Total liabilities	\$ 882,398	\$ 79,774,276	\$ 183,072,000	\$ 6,621,051
Net financial assets	\$ 1,576,678	\$ 24,520,622	\$ 46,511,000	\$ 2,393,168
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 946,151	\$ 611,963,186	\$ 1,319,122,000	\$ 54,129,515
Inventory of supplies	-	541,441	1,389,000	-
Prepaid expenses	15,805	3,891,730	21,085,000	159,107
Other non-financial assets	-	-	-	-
Total non-financial assets	\$ 961,956	\$ 616,396,357	\$ 1,341,596,000	\$ 54,288,622
Net assets before spent deferred capital contributions	\$ 2,538,634	\$ 640,916,979	\$ 1,388,107,000	\$ 56,681,790
Spent deferred capital contributions	605,461	586,825,340	1,163,090,000	49,936,791
Net assets	\$ 1,933,173	\$ 54,091,639	\$ 225,017,000	\$ 6,744,999
Net assets is comprised of:				
Unrestricted surplus	\$ (57,932)	\$ 16,016,128	\$ -	\$ 534,350
Total operating reserves	150,415	6,411,089	41,477,000	1,002,810
Accumulated Surplus from Operations	\$ 92,483	\$ 22,427,217	\$ 41,477,000	\$ 1,537,161
Investment in tangible capital assets	340,690	25,137,848	143,030,000	4,192,724
Total capital reserves*	1,500,000	6,526,574	34,341,000	995,208
Endowments	-	-	4,956,000	-
Accumulated operating surplus (deficit)	\$ 1,933,173	\$ 54,091,639	\$ 223,804,000	\$ 6,725,092
Accumulated remeasurement gains (losses)	-	-	1,213,000	19,907
	\$ 1,933,173	\$ 54,091,639	\$ 225,017,000	\$ 6,744,999

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Net Assets

As at August 31, 2020

	(in dollars)			
	CAPE-Centre for Academic and Personal Excellence Institute	The Chinook's Edge School Division	The Christ the Redeemer Catholic Sep. School Division	The Clearview School Division
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 522,046	\$ 13,006,717	\$ 14,593,077	\$ 4,118,148
Accounts receivable (net after allowances)	108,842	2,515,448	1,935,091	832,083
Portfolio investments				
Operating	-	1,790,518	1,324,796	-
Endowments	-	90,567	-	-
Inventories for resale	-	35,739	-	-
Other financial assets	-	-	9,302	-
Total financial assets	\$ 630,888	\$ 17,438,989	\$ 17,862,266	\$ 4,950,231
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	342,914	6,087,095	3,407,370	1,069,357
Unspent deferred contributions	173,216	3,773,384	2,024,239	1,046,912
Employee future benefits liabilities	-	742,646	441,677	-
Environmental liabilities	-	-	-	-
Other liabilities	-	463,285	366,210	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported: Debentures	-	-	-	-
Mortgages and capital loans	-	-	-	-
Capital leases	64,530	-	-	-
Total liabilities	\$ 580,660	\$ 11,066,410	\$ 6,239,496	\$ 2,116,269
Net financial assets	\$ 50,228	\$ 6,372,579	\$ 11,622,770	\$ 2,833,962
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 7,552,579	\$ 144,089,097	\$ 93,218,365	\$ 24,242,977
Inventory of supplies	-	582,341	111,110	129,368
Prepaid expenses	22,941	1,389,925	649,964	351,347
Other non-financial assets	-	16,267	-	7,511
Total non-financial assets	\$ 7,575,520	\$ 146,077,630	\$ 93,979,439	\$ 24,731,203
Net assets before spent deferred capital contributions	\$ 7,625,748	\$ 152,450,209	\$ 105,602,209	\$ 27,565,165
Spent deferred capital contributions	7,412,437	132,225,704	82,400,408	18,883,019
Net assets	\$ 213,311	\$ 20,224,505	\$ 23,201,801	\$ 8,682,146
Net assets is comprised of:				
Unrestricted surplus	\$ 137,692	\$ 1,965,475	\$ 329,829	\$ 188,852
Total operating reserves	-	4,798,867	5,145,926	3,133,343
Accumulated Surplus from Operations	\$ 137,692	\$ 6,764,342	\$ 5,475,755	\$ 3,322,195
Investment in tangible capital assets	75,619	11,400,108	10,817,951	5,359,951
Total capital reserves*	-	1,919,831	6,805,913	-
Endowments	-	90,567	102,182	-
Accumulated operating surplus (deficit)	\$ 213,311	\$ 20,174,848	\$ 23,201,801	\$ 8,682,146
Accumulated remeasurement gains (losses)	-	49,657	-	-
	\$ 213,311	\$ 20,224,505	\$ 23,201,801	\$ 8,682,146

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Net Assets

As at August 31, 2020

	(in dollars)			
	Connect Charter School Society	The East Central Alberta Catholic Sep. School Division	The East Central Francophone Education Region	The Edmonton Catholic Sep. School Division
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 2,079,170	\$ 9,102,156	\$ 1,066,108	\$ 46,855,689
Accounts receivable (net after allowances)	82,177	516,727	445,839	15,932,711
Portfolio investments				
Operating	-	9,120	-	30,000,000
Endowments	-	-	-	-
Inventories for resale	-	-	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 2,161,347	\$ 9,628,003	\$ 1,511,947	\$ 92,788,400
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	1,608,661	1,102,333	808,778	29,411,972
Unspent deferred contributions	31,041	2,921,216	845,885	24,611,017
Employee future benefits liabilities	-	185,213	-	5,927,986
Environmental liabilities	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported: Debentures	-	-	36,899	-
Mortgages and capital loans	-	-	126,889	-
Capital leases	-	-	-	10,382,642
Total liabilities	\$ 1,639,702	\$ 4,208,762	\$ 1,818,451	\$ 70,333,617
Net financial assets	\$ 521,645	\$ 5,419,241	\$ (306,504)	\$ 22,454,783
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 1,060,128	\$ 29,945,559	\$ 31,243,454	\$ 486,609,804
Inventory of supplies	-	-	10,118	3,026,359
Prepaid expenses	246,475	351,368	134,463	4,524,874
Other non-financial assets	-	-	-	-
Total non-financial assets	\$ 1,306,603	\$ 30,296,927	\$ 31,388,035	\$ 494,161,037
Net assets before spent deferred capital contributions	\$ 1,828,248	\$ 35,716,168	\$ 31,081,531	\$ 516,615,820
Spent deferred capital contributions	948,959	25,363,666	28,669,974	444,402,511
Net assets	\$ 879,289	\$ 10,352,502	\$ 2,411,557	\$ 72,213,309
Net assets is comprised of:				
Unrestricted surplus	\$ -	\$ -	\$ 1,860	\$ -
Total operating reserves	768,120	4,441,512	-	26,161,728
Accumulated Surplus from Operations	\$ 768,120	\$ 4,441,512	\$ 1,860	\$ 26,161,728
Investment in tangible capital assets	111,169	4,581,903	2,409,697	31,824,652
Total capital reserves*	-	1,329,087	-	14,226,929
Endowments	-	-	-	-
Accumulated operating surplus (deficit)	\$ 879,289	\$ 10,352,502	\$ 2,411,557	\$ 72,213,309
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 879,289	\$ 10,352,502	\$ 2,411,557	\$ 72,213,309

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Net Assets

As at August 31, 2020

	(in dollars)			
	The Edmonton School Division	The Elk Island Catholic Sep. School Division	The Elk Island School Division	The Evergreen Catholic Sep. School Division
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 181,373,183	\$ 9,344,108	\$ 16,090,146	\$ 5,501,136
Accounts receivable (net after allowances)	36,268,437	4,847,402	3,801,598	2,015,748
Portfolio investments				
Operating	-	-	7,718,731	-
Endowments	-	-	-	-
Inventories for resale	-	-	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 217,641,620	\$ 14,191,510	\$ 27,610,475	\$ 7,516,884
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	91,340,904	7,104,858	12,871,506	3,755,565
Unspent deferred contributions	42,498,179	2,174,355	4,282,983	437,459
Employee future benefits liabilities	9,912,400	146,949	21,000	-
Environmental liabilities	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported: Debentures	11,081,693	12,414,309	-	-
Mortgages and capital loans	-	-	-	-
Capital leases	-	-	-	-
Total liabilities	\$ 154,833,176	\$ 21,840,471	\$ 17,175,489	\$ 4,193,024
Net financial assets	\$ 62,808,444	\$ (7,648,961)	\$ 10,434,986	\$ 3,323,860
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 1,223,930,983	\$ 127,226,369	\$ 150,063,029	\$ 51,855,449
Inventory of supplies	3,346,944	-	250,129	-
Prepaid expenses	4,229,163	594,261	1,358,075	338,503
Other non-financial assets	-	-	-	-
Total non-financial assets	\$ 1,231,507,090	\$ 127,820,630	\$ 151,671,233	\$ 52,193,952
Net assets before spent deferred capital contributions	\$ 1,294,315,534	\$ 120,171,669	\$ 162,106,219	\$ 55,517,812
Spent deferred capital contributions	1,099,288,349	103,505,132	143,844,470	49,809,638
Net assets	\$ 195,027,185	\$ 16,666,537	\$ 18,261,749	\$ 5,708,174
Net assets is comprised of:				
Unrestricted surplus	\$ -	\$ 16,395	\$ -	\$ 1,459
Total operating reserves	45,330,106	3,291,003	11,267,216	3,520,878
Accumulated Surplus from Operations	\$ 45,330,106	\$ 3,307,398	\$ 11,267,216	\$ 3,522,337
Investment in tangible capital assets	113,560,953	11,306,939	6,218,566	2,059,205
Total capital reserves*	36,136,126	2,052,200	775,967	126,632
Endowments	-	-	-	-
Accumulated operating surplus (deficit)	\$ 195,027,185	\$ 16,666,537	\$ 18,261,749	\$ 5,708,174
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 195,027,185	\$ 16,666,537	\$ 18,261,749	\$ 5,708,174

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Net Assets

As at August 31, 2020

	(in dollars)			
	FFCA Charter School Society	The Foothills School Division	The Fort McMurray Roman Catholic Sep. School Division	The Fort McMurray School Division
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 3,621,937	\$ 9,562,396	\$ 44,499,365	\$ 25,328,517
Accounts receivable (net after allowances)	216,111	954,464	1,212,084	7,432,417
Portfolio investments				
Operating	1,042,946	3,256,137	5,417,115	-
Endowments	-	-	-	-
Inventories for resale	-	-	-	-
Other financial assets	40,168	-	-	-
Total financial assets	\$ 4,921,162	\$ 13,772,997	\$ 51,128,564	\$ 32,760,934
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	3,733,087	1,439,213	5,428,011	10,197,317
Unspent deferred contributions	632,734	2,681,927	12,372,704	6,299,725
Employee future benefits liabilities	-	201,100	300,600	875,200
Environmental liabilities	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported: Debentures	-	-	-	-
Mortgages and capital loans	1,362,358	-	-	-
Capital leases	4,429	218,276	-	-
Total liabilities	\$ 5,732,608	\$ 4,540,516	\$ 18,101,315	\$ 17,372,242
Net financial assets	\$ (811,446)	\$ 9,232,481	\$ 33,027,249	\$ 15,388,692
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 5,835,495	\$ 104,440,542	\$ 111,404,618	\$ 175,385,883
Inventory of supplies	-	360,881	70,860	-
Prepaid expenses	182,833	990,000	407,752	730,218
Other non-financial assets	-	-	-	-
Total non-financial assets	\$ 6,018,328	\$ 105,791,423	\$ 111,883,230	\$ 176,116,101
Net assets before spent deferred capital contributions	\$ 5,206,882	\$ 115,023,904	\$ 144,910,479	\$ 191,504,794
Spent deferred capital contributions	2,102,748	98,244,741	104,195,781	165,991,977
Net assets	\$ 3,104,134	\$ 16,779,163	\$ 40,714,698	\$ 25,512,817
Net assets is comprised of:				
Unrestricted surplus	\$ -	\$ -	\$ 302,312	\$ 8,325
Total operating reserves	1,315,582	6,269,638	20,262,126	10,199,091
Accumulated Surplus from Operations	\$ 1,315,582	\$ 6,269,638	\$ 20,564,438	\$ 10,207,416
Investment in tangible capital assets	1,788,552	5,977,524	7,637,714	9,393,907
Total capital reserves*	-	4,318,630	12,467,269	5,911,493
Endowments	-	213,371	-	-
Accumulated operating surplus (deficit)	\$ 3,104,134	\$ 16,779,163	\$ 40,669,421	\$ 25,512,816
Accumulated remeasurement gains (losses)	-	-	45,277	-
	\$ 3,104,134	\$ 16,779,163	\$ 40,714,698	\$ 25,512,816

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Net Assets

As at August 31, 2020

	(in dollars)			
	The Fort Vermilion School Division	The Golden Hills School Division	The Grande Prairie Roman Catholic Sep. School Division	The Grande Prairie School Division
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 8,002,371	\$ 10,231,581	\$ 11,142,589	\$ 10,395,942
Accounts receivable (net after allowances)	5,395,478	6,123,039	1,679,687	359,091
Portfolio investments				
Operating	-	750,000	6,092,487	-
Endowments	-	75,000	-	-
Inventories for resale	-	-	-	-
Other financial assets	-	-	63,448	218,139
Total financial assets	\$ 13,397,849	\$ 17,179,620	\$ 18,978,211	\$ 10,973,172
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	3,682,326	7,316,764	6,772,801	2,249,257
Unspent deferred contributions	996,930	1,948,789	3,243,120	4,777,230
Employee future benefits liabilities	75,727	224,700	-	-
Environmental liabilities	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported: Debentures	-	760,774	-	-
Mortgages and capital loans	-	-	-	881,144
Capital leases	-	-	-	-
Total liabilities	\$ 4,754,983	\$ 10,251,027	\$ 10,015,921	\$ 7,907,631
Net financial assets	\$ 8,642,866	\$ 6,928,593	\$ 8,962,290	\$ 3,065,541
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 47,417,095	\$ 109,097,745	\$ 153,506,493	\$ 191,473,979
Inventory of supplies	45,445	334,635	-	-
Prepaid expenses	562,939	426,767	1,599,899	1,454,070
Other non-financial assets	-	-	-	117,111
Total non-financial assets	\$ 48,025,479	\$ 109,859,146	\$ 155,106,392	\$ 193,045,160
Net assets before spent deferred capital contributions	\$ 56,668,345	\$ 116,787,739	\$ 164,068,682	\$ 196,110,701
Spent deferred capital contributions	39,413,630	91,433,175	134,475,042	184,827,338
Net assets	\$ 17,254,715	\$ 25,354,564	\$ 29,593,640	\$ 11,283,363
Net assets is comprised of:				
Unrestricted surplus	\$ -	\$ 20,413	\$ 2,912,613	\$ 812,949
Total operating reserves	2,768,810	6,614,114	7,640,236	3,767,625
Accumulated Surplus from Operations	\$ 2,768,810	\$ 6,634,527	\$ 10,552,849	\$ 4,580,574
Investment in tangible capital assets	8,003,359	16,903,690	19,031,449	5,765,766
Total capital reserves*	6,482,546	1,741,347	-	937,023
Endowments	-	75,000	-	-
Accumulated operating surplus (deficit)	\$ 17,254,715	\$ 25,354,564	\$ 29,584,298	\$ 11,283,363
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 17,254,715	\$ 25,354,564	\$ 29,584,298	\$ 11,283,363

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Net Assets

As at August 31, 2020

	(in dollars)			
	The Grande Yellowhead School Division	The Grasslands School Division	The Greater North Central Francophone Education Region	The Greater St. Albert Roman Catholic Sep. School Division
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 15,347,798	\$ 4,046,009	\$ 9,712,997	\$ 6,495,773
Accounts receivable (net after allowances)	484,323	359,300	3,029,292	1,343,095
Portfolio investments				
Operating	-	4,000,000	-	-
Endowments	431,788	-	-	-
Inventories for resale	-	-	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 16,263,909	\$ 8,405,309	\$ 12,742,289	\$ 7,838,868
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	3,923,916	1,542,328	3,894,338	3,829,805
Unspent deferred contributions	3,679,711	2,163,839	4,865,188	2,080,765
Employee future benefits liabilities	-	182,180	158,168	-
Environmental liabilities	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported: Debentures	-	-	-	-
Mortgages and capital loans	-	-	-	-
Capital leases	-	-	-	-
Total liabilities	\$ 7,603,627	\$ 3,888,347	\$ 8,917,694	\$ 5,910,570
Net financial assets	\$ 8,660,282	\$ 4,516,962	\$ 3,824,595	\$ 1,928,298
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 71,545,649	\$ 50,939,626	\$ 76,491,750	\$ 73,421,432
Inventory of supplies	258,753	165,677	46,643	63,659
Prepaid expenses	304,709	527,027	552,737	417,461
Other non-financial assets	-	-	-	-
Total non-financial assets	\$ 72,109,111	\$ 51,632,330	\$ 77,091,130	\$ 73,902,552
Net assets before spent deferred capital contributions	\$ 80,769,393	\$ 56,149,292	\$ 80,915,725	\$ 75,830,850
Spent deferred capital contributions	63,802,826	46,139,672	69,406,086	70,327,256
Net assets	\$ 16,966,567	\$ 10,009,620	\$ 11,509,639	\$ 5,503,594
Net assets is comprised of:				
Unrestricted surplus	\$ 3,141,237	\$ 930,323	\$ 3,514,973	\$ 1,062,803
Total operating reserves	3,604,680	3,709,003	-	784,120
Accumulated Surplus from Operations	\$ 6,745,917	\$ 4,639,326	\$ 3,514,973	\$ 1,846,923
Investment in tangible capital assets	7,742,998	4,799,954	7,085,665	3,094,469
Total capital reserves*	2,045,864	570,340	909,000	562,202
Endowments	431,788	-	-	-
Accumulated operating surplus (deficit)	\$ 16,966,567	\$ 10,009,620	\$ 11,509,638	\$ 5,503,594
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 16,966,567	\$ 10,009,620	\$ 11,509,638	\$ 5,503,594

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Net Assets

As at August 31, 2020

	(in dollars)			
	The High Prairie School Division	The Holy Family Catholic Sep. School Division	The Holy Spirit Roman Catholic Sep. School Division	The Horizon School Division
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 5,709,845	\$ 6,768,956	\$ 14,759,697	\$ 2,300,066
Accounts receivable (net after allowances)	965,474	11,349,711	388,740	752,266
Portfolio investments				
Operating	-	-	-	4,050,752
Endowments	-	-	182,352	-
Inventories for resale	-	-	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 6,675,319	\$ 18,118,667	\$ 15,330,789	\$ 7,103,084
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	878,202	3,839,986	2,121,823	1,994,861
Unspent deferred contributions	1,110,420	8,633,929	5,454,327	1,165,538
Employee future benefits liabilities	180,000	95,555	959,676	114,133
Environmental liabilities	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported: Debentures	-	-	-	-
Mortgages and capital loans	-	-	-	-
Capital leases	-	-	-	-
Total liabilities	\$ 2,168,622	\$ 12,569,470	\$ 8,535,826	\$ 3,274,532
Net financial assets	\$ 4,506,697	\$ 5,549,197	\$ 6,794,963	\$ 3,828,552
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 37,008,123	\$ 40,507,745	\$ 81,569,514	\$ 64,220,946
Inventory of supplies	-	22,913	62,763	-
Prepaid expenses	523,800	407,435	499,741	414,246
Other non-financial assets	480,221	-	-	-
Total non-financial assets	\$ 38,012,144	\$ 40,938,093	\$ 82,132,018	\$ 64,635,192
Net assets before spent deferred capital contributions	\$ 42,518,841	\$ 46,487,290	\$ 88,926,981	\$ 68,463,744
Spent deferred capital contributions	24,330,625	35,456,575	75,534,500	58,498,773
Net assets	\$ 18,188,216	\$ 11,030,715	\$ 13,392,481	\$ 9,964,971
Net assets is comprised of:				
Unrestricted surplus	\$ 1,065,964	\$ 399,601	\$ -	\$ 1,017,022
Total operating reserves	404,736	3,041,097	4,443,367	1,719,144
Accumulated Surplus from Operations	\$ 1,470,700	\$ 3,440,698	\$ 4,443,367	\$ 2,736,166
Investment in tangible capital assets	12,677,503	5,051,168	6,035,014	5,722,168
Total capital reserves*	4,040,013	2,538,849	2,771,200	1,506,637
Endowments	-	-	142,900	-
Accumulated operating surplus (deficit)	\$ 18,188,216	\$ 11,030,715	\$ 13,392,481	\$ 9,964,971
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 18,188,216	\$ 11,030,715	\$ 13,392,481	\$ 9,964,971

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Net Assets

As at August 31, 2020

	(in dollars)			
	The Lakeland Roman Catholic Sep. School Division	The Lethbridge School Division	The Living Waters Catholic Sep. School Division	The Livingstone Range School Division
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 2,255,802	\$ 21,052,333	\$ 3,864,556	\$ 10,668,106
Accounts receivable (net after allowances)	788,327	5,579,821	1,564,136	2,325,510
Portfolio investments				
Operating	-	74,300	-	203,847
Endowments	-	-	-	-
Inventories for resale	-	-	-	-
Other financial assets	-	-	-	15
Total financial assets	\$ 3,044,129	\$ 26,706,454	\$ 5,428,692	\$ 13,197,478
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	1,996,600	5,882,159	1,673,714	2,969,963
Unspent deferred contributions	1,103,182	4,563,483	2,368,370	5,293,824
Employee future benefits liabilities	116,825	247,302	-	74,000
Environmental liabilities	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported: Debentures	-	-	-	-
Mortgages and capital loans	-	-	-	-
Capital leases	-	-	-	-
Total liabilities	\$ 3,216,607	\$ 10,692,944	\$ 4,042,084	\$ 8,337,787
Net financial assets	\$ (172,478)	\$ 16,013,510	\$ 1,386,608	\$ 4,859,691
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 49,550,552	\$ 154,359,097	\$ 44,883,990	\$ 52,583,193
Inventory of supplies	211,877	278,365	-	35,720
Prepaid expenses	235,349	877,029	195,426	374,063
Other non-financial assets	-	-	-	-
Total non-financial assets	\$ 49,997,778	\$ 155,514,491	\$ 45,079,416	\$ 52,992,976
Net assets before spent deferred capital contributions	\$ 49,825,300	\$ 171,528,001	\$ 46,466,024	\$ 57,852,667
Spent deferred capital contributions	43,688,169	148,641,096	41,704,261	45,583,573
Net assets	\$ 6,137,131	\$ 22,886,905	\$ 4,761,763	\$ 12,269,094
Net assets is comprised of:				
Unrestricted surplus	\$ -	\$ 691,486	\$ -	\$ 106,216
Total operating reserves	(374,551)	9,760,912	801,108	2,793,113
Accumulated Surplus from Operations	(374,551)	10,452,398	801,108	2,899,329
Investment in tangible capital assets	5,862,381	5,718,000	3,179,729	6,999,620
Total capital reserves*	649,301	6,396,633	780,926	2,370,145
Endowments	-	319,874	-	-
Accumulated operating surplus (deficit)	\$ 6,137,131	\$ 22,886,905	\$ 4,761,763	\$ 12,269,094
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 6,137,131	\$ 22,886,905	\$ 4,761,763	\$ 12,269,094

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Net Assets

As at August 31, 2020

	(in dollars)			
	The Medicine Hat Catholic Sep. School Division	The Medicine Hat School Division	Mother Earth's Children's Charter School Society	New Horizons Charter School Society
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 4,811,881	\$ 14,725,785	\$ 176,453	\$ 1,105,000
Accounts receivable (net after allowances)	1,221,391	339,398	28,552	22,753
Portfolio investments				
Operating	-	-	387,800	112,605
Endowments	-	2,095,072	-	-
Inventories for resale	-	216,629	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 6,033,272	\$ 17,376,884	\$ 592,805	\$ 1,240,358
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	2,759,354	4,445,286	39,739	82,530
Unspent deferred contributions	2,822,274	1,975,927	122,500	343,891
Employee future benefits liabilities	-	607,575	-	-
Environmental liabilities	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported: Debentures	-	-	-	-
Mortgages and capital loans	-	44,990	-	-
Capital leases	-	-	-	-
Total liabilities	\$ 5,581,628	\$ 7,073,778	\$ 162,239	\$ 426,421
Net financial assets	\$ 451,644	\$ 10,303,106	\$ 430,566	\$ 813,937
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 39,104,064	\$ 111,140,006	\$ 94,113	\$ 8,268,478
Inventory of supplies	20,713	-	-	3,072
Prepaid expenses	634,843	355,663	15,022	51,329
Other non-financial assets	74,441	20	-	-
Total non-financial assets	\$ 39,834,061	\$ 111,495,689	\$ 109,135	\$ 8,322,879
Net assets before spent deferred capital contributions	\$ 40,285,705	\$ 121,798,795	\$ 539,701	\$ 9,136,816
Spent deferred capital contributions	38,025,487	97,268,365	10,994	7,651,451
Net assets	\$ 2,260,218	\$ 24,530,430	\$ 528,707	\$ 1,485,365
Net assets is comprised of:				
Unrestricted surplus	\$ 208,029	\$ 1,590,662	\$ 410,588	\$ 588,587
Total operating reserves	890,655	4,026,400	-	150,876
Accumulated Surplus from Operations	\$ 1,098,683	\$ 5,617,062	\$ 410,588	\$ 739,463
Investment in tangible capital assets	1,103,035	13,826,644	83,119	617,027
Total capital reserves*	58,500	2,852,500	35,000	128,875
Endowments	-	1,986,058	-	-
Accumulated operating surplus (deficit)	\$ 2,260,218	\$ 24,282,264	\$ 528,707	\$ 1,485,365
Accumulated remeasurement gains (losses)	-	248,166	-	-
	\$ 2,260,218	\$ 24,530,430	\$ 528,707	\$ 1,485,365

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Net Assets

As at August 31, 2020

	(in dollars)			
	The Northern Gateway School Division	The Northern Lights School Division	The Northland School Division	The Northwest Francophone Education Region
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 9,436,976	\$ 8,571,603	\$ 14,541,466	\$ 3,111,272
Accounts receivable (net after allowances)	2,605,942	1,546,076	7,070,451	159,451
Portfolio investments				
Operating	-	182,678	-	19,948
Endowments	-	-	-	-
Inventories for resale	-	-	-	-
Other financial assets	211,063	-	22,000	-
Total financial assets	\$ 12,253,981	\$ 10,300,357	\$ 21,633,917	\$ 3,290,671
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	2,083,384	3,328,487	8,428,768	202,263
Unspent deferred contributions	1,742,628	2,690,522	9,730,564	1,069,098
Employee future benefits liabilities	-	-	6,001	168,102
Environmental liabilities	-	-	-	-
Other liabilities	-	-	-	50,000
Debt				
Supported: Debentures	-	-	-	-
Unsupported: Debentures	-	-	-	-
Mortgages and capital loans	-	52,444	-	-
Capital leases	-	-	-	-
Total liabilities	\$ 3,826,012	\$ 6,071,453	\$ 18,165,333	\$ 1,489,463
Net financial assets	\$ 8,427,969	\$ 4,228,904	\$ 3,468,584	\$ 1,801,208
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 81,526,817	\$ 92,451,720	\$ 64,847,793	\$ 13,938,630
Inventory of supplies	-	110,600	7,539	41,894
Prepaid expenses	-	891,351	1,387,860	88,187
Other non-financial assets	-	-	-	-
Total non-financial assets	\$ 81,526,817	\$ 93,453,671	\$ 66,243,192	\$ 14,068,711
Net assets before spent deferred capital contributions	\$ 89,954,786	\$ 97,682,575	\$ 69,711,776	\$ 15,869,919
Spent deferred capital contributions	72,357,132	85,813,755	58,624,226	13,444,981
Net assets	\$ 17,597,654	\$ 11,868,820	\$ 11,087,550	\$ 2,424,938
Net assets is comprised of:				
Unrestricted surplus	\$ -	\$ 327,230	\$ 3,079,537	\$ 50,881
Total operating reserves	7,054,083	2,458,330	-	1,188,108
Accumulated Surplus from Operations	\$ 7,054,083	\$ 2,785,560	\$ 3,079,537	\$ 1,238,989
Investment in tangible capital assets	9,169,422	6,585,512	6,224,734	493,649
Total capital reserves*	1,374,150	2,459,631	1,783,279	692,300
Endowments	-	-	-	-
Accumulated operating surplus (deficit)	\$ 17,597,654	\$ 11,830,703	\$ 11,087,550	\$ 2,424,938
Accumulated remeasurement gains (losses)	-	38,117	-	-
	\$ 17,597,654	\$ 11,868,820	\$ 11,087,550	\$ 2,424,938

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Net Assets

As at August 31, 2020

	(in dollars)			
	The Palliser School Division	The Parkland School Division	The Peace River School Division	The Peace Wapiti School Division
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 7,991,144	\$ 14,824,289	\$ 12,275,859	\$ 3,389,072
Accounts receivable (net after allowances)	1,317,637	2,268,016	965,183	1,331,899
Portfolio investments				
Operating	142,848	-	-	6,071,206
Endowments	87,933	-	-	-
Inventories for resale	-	-	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 9,539,562	\$ 17,092,305	\$ 13,241,042	\$ 10,792,177
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	3,924,054	6,124,846	3,015,537	3,395,832
Unspent deferred contributions	2,979,001	2,112,143	3,522,199	620,185
Employee future benefits liabilities	257,300	459,400	-	286,200
Environmental liabilities	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported: Debentures	-	-	-	-
Mortgages and capital loans	-	-	-	-
Capital leases	1,096,095	-	-	-
Total liabilities	\$ 8,256,450	\$ 8,696,389	\$ 6,537,736	\$ 4,302,217
Net financial assets	\$ 1,283,112	\$ 8,395,916	\$ 6,703,306	\$ 6,489,960
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 55,884,026	\$ 138,910,082	\$ 57,112,503	\$ 99,690,386
Inventory of supplies	2,955	129,265	527,030	926,845
Prepaid expenses	691,742	446,204	368,592	934,923
Other non-financial assets	-	-	-	227,028
Total non-financial assets	\$ 56,578,723	\$ 139,485,551	\$ 58,008,125	\$ 101,779,182
Net assets before spent deferred capital contributions	\$ 57,861,835	\$ 147,881,467	\$ 64,711,431	\$ 108,269,142
Spent deferred capital contributions	47,786,194	130,729,378	47,091,155	88,080,616
Net assets	\$ 10,075,641	\$ 17,152,089	\$ 17,620,276	\$ 20,188,526
Net assets is comprised of:				
Unrestricted surplus	\$ 722,410	\$ 943,769	\$ -	\$ -
Total operating reserves	1,573,613	4,869,451	3,646,737	2,881,654
Accumulated Surplus from Operations	\$ 2,296,023	\$ 5,813,220	\$ 3,646,738	\$ 2,881,654
Investment in tangible capital assets	7,468,367	7,179,455	10,021,342	11,609,770
Total capital reserves*	223,318	4,159,414	3,952,197	5,697,102
Endowments	87,933	-	-	-
Accumulated operating surplus (deficit)	\$ 10,075,641	\$ 17,152,089	\$ 17,620,276	\$ 20,188,526
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 10,075,641	\$ 17,152,089	\$ 17,620,276	\$ 20,188,526

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Net Assets

As at August 31, 2020

	(in dollars)			
	The Pembina Hills School Division	The Prairie Land School Division	The Prairie Rose School Division	The Red Deer Catholic Sep. School Division
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 9,095,920	\$ 1,969,012	\$ 7,050,947	\$ 10,647,138
Accounts receivable (net after allowances)	5,441,303	282,216	1,783,554	5,452,912
Portfolio investments				
Operating	-	5,206,220	-	356,872
Endowments	-	-	-	-
Inventories for resale	-	-	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 14,537,223	\$ 7,457,448	\$ 8,834,501	\$ 16,456,922
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	5,143,899	1,200,691	3,108,554	3,221,705
Unspent deferred contributions	2,487,380	1,903,172	3,191,605	3,545,372
Employee future benefits liabilities	-	38,200	-	2,700,913
Environmental liabilities	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported: Debentures	-	-	-	2,435,000
Mortgages and capital loans	-	-	-	-
Capital leases	-	-	-	-
Total liabilities	\$ 7,631,279	\$ 3,142,063	\$ 6,300,159	\$ 11,902,990
Net financial assets	\$ 6,905,944	\$ 4,315,385	\$ 2,534,342	\$ 4,553,932
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 30,252,431	\$ 29,615,000	\$ 41,550,875	\$ 147,515,504
Inventory of supplies	471,197	20,350	47,263	-
Prepaid expenses	344,983	250,758	1,058,164	1,291,752
Other non-financial assets	46,438	-	-	245,495
Total non-financial assets	\$ 31,115,049	\$ 29,886,108	\$ 42,656,302	\$ 149,052,751
Net assets before spent deferred capital contributions	\$ 38,020,993	\$ 34,201,493	\$ 45,190,644	\$ 153,606,683
Spent deferred capital contributions	25,694,949	25,612,723	37,902,337	132,918,481
Net assets	\$ 12,326,044	\$ 8,588,770	\$ 7,288,307	\$ 20,688,202
Net assets is comprised of:				
Unrestricted surplus	\$ 903,067	\$ 207,602	\$ 1,265,036	\$ -
Total operating reserves	5,296,728	2,295,702	1,797,486	4,960,134
Accumulated Surplus from Operations	\$ 6,199,795	\$ 2,503,304	\$ 3,062,522	\$ 4,960,134
Investment in tangible capital assets	4,557,481	4,002,275	3,648,540	12,161,996
Total capital reserves*	1,568,772	2,083,191	577,245	3,438,970
Endowments	-	-	-	-
Accumulated operating surplus (deficit)	\$ 12,326,048	\$ 8,588,770	\$ 7,288,307	\$ 20,561,100
Accumulated remeasurement gains (losses)	-	-	-	127,102
	\$ 12,326,048	\$ 8,588,770	\$ 7,288,307	\$ 20,688,202

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Net Assets

As at August 31, 2020

	(in dollars)			
	The Red Deer School Division	The Rocky View School Division	The Southern Francophone Education Region	The St. Albert School Division
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 15,122,426	\$ 30,226,867	\$ 9,212,239	\$ 20,159,104
Accounts receivable (net after allowances)	957,706	5,142,104	1,232,700	1,278,276
Portfolio investments				
Operating	5,961,365	20,171,377	-	-
Endowments	23,716	45,030	-	-
Inventories for resale	-	-	-	43,471
Other financial assets	-	-	-	-
Total financial assets	\$ 22,065,213	\$ 55,585,378	\$ 10,444,939	\$ 21,480,851
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	3,514,746	25,249,736	1,779,532	4,863,438
Unspent deferred contributions	6,778,322	5,906,725	3,540,620	1,970,963
Employee future benefits liabilities	1,076,200	-	-	-
Environmental liabilities	-	-	-	-
Other liabilities	44,408	-	-	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported: Debentures	-	1,490,639	-	-
Mortgages and capital loans	-	-	-	-
Capital leases	-	-	-	-
Total liabilities	\$ 11,413,676	\$ 32,647,100	\$ 5,320,152	\$ 6,834,401
Net financial assets	\$ 10,651,536	\$ 22,938,278	\$ 5,124,787	\$ 14,646,450
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 101,608,343	\$ 355,241,637	\$ 68,558,200	\$ 74,892,240
Inventory of supplies	690,235	367,105	-	-
Prepaid expenses	646,619	1,602,341	492,384	941,669
Other non-financial assets	-	-	-	-
Total non-financial assets	\$ 102,945,198	\$ 357,211,083	\$ 69,050,584	\$ 75,833,909
Net assets before spent deferred capital contributions	\$ 113,596,734	\$ 380,149,361	\$ 74,175,371	\$ 90,480,359
Spent deferred capital contributions	95,136,609	321,617,829	67,858,523	69,768,168
Net assets	\$ 18,460,125	\$ 58,531,532	\$ 6,316,848	\$ 20,712,191
Net assets is comprised of:				
Unrestricted surplus	\$ 5,981,189	\$ -	\$ 2,782,451	\$ 1,272,400
Total operating reserves	5,595,757	19,798,082	2,798,753	9,087,393
Accumulated Surplus from Operations	\$ 11,576,946	\$ 19,798,082	\$ 5,581,204	\$ 10,359,793
Investment in tangible capital assets	6,471,736	32,133,170	703,371	5,124,072
Total capital reserves*	387,728	6,509,339	32,273	5,228,325
Endowments	23,716	90,941	-	-
Accumulated operating surplus (deficit)	\$ 18,460,125	\$ 58,531,532	\$ 6,316,848	\$ 20,712,190
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 18,460,125	\$ 58,531,532	\$ 6,316,848	\$ 20,712,190

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Net Assets

As at August 31, 2020

	(in dollars)			
	The St. Paul School Division	The St. Thomas Aquinas Roman Catholic Sep. School Division	The Sturgeon School Division	Suzuki Charter School Society
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 6,910,474	\$ 2,898,637	\$ 12,728,158	\$ 2,035,055
Accounts receivable (net after allowances)	971,220	344,406	921,309	31,920
Portfolio investments				
Operating	-	-	26	209,958
Endowments	-	-	-	-
Inventories for resale	-	-	1,617	-
Other financial assets	-	-	-	-
Total financial assets	\$ 7,881,694	\$ 3,243,043	\$ 13,651,110	\$ 2,276,933
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	2,295,146	975,545	4,996,878	102,617
Unspent deferred contributions	2,931,882	705,176	3,222,633	1,647,004
Employee future benefits liabilities	-	-	-	-
Environmental liabilities	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported: Debentures	-	-	-	-
Mortgages and capital loans	-	41,278	-	-
Capital leases	-	-	-	-
Total liabilities	\$ 5,227,028	\$ 1,721,999	\$ 8,219,511	\$ 1,749,621
Net financial assets	\$ 2,654,667	\$ 1,521,043	\$ 5,431,599	\$ 527,312
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 101,987,324	\$ 72,668,280	\$ 84,461,507	\$ 563,326
Inventory of supplies	-	140,750	115,953	-
Prepaid expenses	548,638	560,790	718,429	50,542
Other non-financial assets	-	-	-	-
Total non-financial assets	\$ 102,535,962	\$ 73,369,820	\$ 85,295,888	\$ 613,868
Net assets before spent deferred capital contributions	\$ 105,190,629	\$ 74,890,863	\$ 90,727,488	\$ 1,141,180
Spent deferred capital contributions	98,037,383	68,272,725	78,502,148	426,801
Net assets	\$ 7,153,246	\$ 6,618,138	\$ 12,225,340	\$ 714,379
Net assets is comprised of:				
Unrestricted surplus	\$ 500,000	\$ 993,163	\$ 547,085	\$ 455,655
Total operating reserves	1,598,636	1,082,936	2,150,057	122,198
Accumulated Surplus from Operations	\$ 2,098,636	\$ 2,076,099	\$ 2,697,142	\$ 577,853
Investment in tangible capital assets	3,949,936	4,356,140	5,959,346	136,526
Total capital reserves*	1,104,674	185,899	3,568,852	-
Endowments	-	-	-	-
Accumulated operating surplus (deficit)	\$ 7,153,246	\$ 6,618,138	\$ 12,225,340	\$ 714,379
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 7,153,246	\$ 6,618,138	\$ 12,225,340	\$ 714,379

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Unaudited Summary of School Jurisdictions' Statements of Financial Position and Net Assets

As at August 31, 2020

	(in dollars)			
	Valhalla School Foundation	Westmount Charter School Society	The Westwind School Division	The Wetaskiwin School Division
FINANCIAL ASSETS				
Cash and cash equivalents	\$ 167,567	\$ 3,340,802	\$ 1,022,365	\$ 3,457,110
Accounts receivable (net after allowances)	6,116	130,423	2,254,652	295,933
Portfolio investments				
Operating	-	75,000	1,019,466	-
Endowments	-	-	501,848	77,000
Inventories for resale	-	-	-	-
Other financial assets	-	-	-	-
Total financial assets	\$ 173,683	\$ 3,546,225	\$ 4,798,331	\$ 3,830,043
LIABILITIES				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	79,744	798,136	1,278,847	1,401,385
Unspent deferred contributions	83,606	1,820,607	1,147,969	2,110,449
Employee future benefits liabilities	-	-	171,543	-
Environmental liabilities	-	-	-	-
Other liabilities	-	-	-	-
Debt				
Supported: Debentures	-	-	-	-
Unsupported: Debentures	-	-	-	-
Mortgages and capital loans	-	-	-	-
Capital leases	-	-	416,348	-
Total liabilities	\$ 163,350	\$ 2,618,743	\$ 3,014,707	\$ 3,511,834
Net financial assets	\$ 10,333	\$ 927,482	\$ 1,783,623	\$ 318,209
NON-FINANCIAL ASSETS				
Tangible capital assets	\$ 399,382	\$ 1,034,940	\$ 87,615,764	\$ 56,937,851
Inventory of supplies	-	-	58,651	362,301
Prepaid expenses	15,450	163,802	129,163	636,162
Other non-financial assets	-	-	-	-
Total non-financial assets	\$ 414,832	\$ 1,198,742	\$ 87,803,578	\$ 57,936,314
Net assets before spent deferred capital contributions	\$ 425,165	\$ 2,126,224	\$ 89,587,201	\$ 58,254,523
Spent deferred capital contributions	277,884	546,068	79,865,620	53,184,297
Net assets	\$ 147,281	\$ 1,580,156	\$ 9,721,582	\$ 5,070,226
Net assets is comprised of:				
Unrestricted surplus	\$ 25,783	\$ 891,682	\$ 161,758	\$ -
Total operating reserves	-	85,928	1,435,487	1,017,123
Accumulated Surplus from Operations	\$ 25,783	\$ 977,610	\$ 1,597,245	\$ 1,017,123
Investment in tangible capital assets	121,498	488,873	7,410,489	3,753,555
Total capital reserves*	-	113,673	212,000	222,548
Endowments	-	-	501,848	77,000
Accumulated operating surplus (deficit)	\$ 147,281	\$ 1,580,156	\$ 9,721,582	\$ 5,070,226
Accumulated remeasurement gains (losses)	-	-	-	-
	\$ 147,281	\$ 1,580,156	\$ 9,721,582	\$ 5,070,226

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Net Assets

As at August 31, 2020

	(in dollars)	
	The Wild Rose School Division	The Wolf Creek School Division
FINANCIAL ASSETS		
Cash and cash equivalents	\$ 13,057,724	\$ 8,902,615
Accounts receivable (net after allowances)	599,211	418,511
Portfolio investments		
Operating	-	-
Endowments	-	167,285
Inventories for resale	-	-
Other financial assets	525	3,150
Total financial assets	\$ 13,657,460	\$ 9,491,561
LIABILITIES		
Bank indebtedness	\$ -	\$ -
Accounts payable and accrued liabilities	3,131,438	2,810,336
Unspent deferred contributions	3,960,640	2,430,124
Employee future benefits liabilities	219,109	-
Environmental liabilities	-	-
Other liabilities	-	-
Debt		
Supported: Debentures	-	-
Unsupported: Debentures	-	-
Mortgages and capital loans	-	-
Capital leases	-	-
Total liabilities	\$ 7,311,187	\$ 5,240,460
Net financial assets	\$ 6,346,273	\$ 4,251,101
NON-FINANCIAL ASSETS		
Tangible capital assets	\$ 57,475,066	\$ 75,893,249
Inventory of supplies	-	89,776
Prepaid expenses	351,884	961,469
Other non-financial assets	110,614	-
Total non-financial assets	\$ 57,937,564	\$ 76,944,494
Net assets before spent deferred capital contributions	\$ 64,283,837	\$ 81,195,595
Spent deferred capital contributions	53,340,728	67,959,398
Net assets	\$ 10,943,109	\$ 13,236,197
Net assets is comprised of:		
Unrestricted surplus	\$ 502,066	\$ 2,111,282
Total operating reserves	4,223,916	915,674
Accumulated Surplus from Operations	\$ 4,725,982	\$ 3,026,956
Investment in tangible capital assets	4,117,127	7,933,854
Total capital reserves*	2,100,000	2,108,102
Endowments	-	167,285
Accumulated operating surplus (deficit)	\$ 10,943,109	\$ 13,236,197
Accumulated remeasurement gains (losses)	-	-
	\$ 10,943,109	\$ 13,236,197

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Financial Position and Net Assets

As at August 31, 2020

	(in dollars)	
	2020 Actual Totals	2019 Actual Totals (As restated)
FINANCIAL ASSETS		
Cash and cash equivalents	\$ 1,051,122,937	\$ 900,385,283
Accounts receivable (net after allowances)	261,501,249	290,824,338
Portfolio investments		
Operating	139,243,347	146,092,729
Endowments	11,923,591	11,159,448
Inventories for resale	297,456	88,771
Other financial assets	925,610	1,111,326
Total financial assets	\$ 1,465,014,190	\$ 1,349,661,895
LIABILITIES		
Bank indebtedness	\$ -	\$ 2,115,471
Accounts payable and accrued liabilities	521,778,066	522,013,475
Unspent deferred contributions	306,225,965	189,595,276
Employee future benefits liabilities	60,879,360	60,318,927
Environmental liabilities	2,127,000	327,000
Other liabilities	923,903	1,647,085
Debt		
Supported: Debentures	-	971,344
Unsupported: Debentures	28,219,314	29,850,819
Mortgages and capital loans	2,509,103	2,832,840
Capital leases	25,766,320	25,610,142
Total liabilities	\$ 948,429,031	\$ 835,282,379
Net financial assets	\$ 516,585,159	\$ 514,379,516
NON-FINANCIAL ASSETS		
Tangible capital assets	\$ 8,542,597,350	\$ 8,330,858,573
Inventory of supplies	16,528,434	11,083,435
Prepaid expenses	70,366,089	56,425,471
Other non-financial assets	1,325,146	1,219,440
Total non-financial assets	\$ 8,630,817,019	\$ 8,399,586,919
Net assets before spent deferred capital contributions	\$ 9,147,402,178	\$ 8,913,966,435
Spent deferred capital contributions	7,755,389,725	7,538,942,619
Net assets	\$ 1,392,012,453	\$ 1,375,023,816
Net assets is comprised of:		
Unrestricted surplus	\$ 67,833,023	\$ 74,270,476
Total operating reserves	360,434,021	347,890,032
Accumulated Surplus from Operations	\$ 428,267,044	\$ 422,160,508
Investment in tangible capital assets	730,488,254	733,369,387
Total capital reserves*	222,240,124	208,778,397
Endowments	9,266,463	8,913,432
Accumulated operating surplus (deficit)	\$ 1,390,261,885	\$ 1,373,221,724
Accumulated remeasurement gains (losses)	1,741,226	1,802,092
	\$ 1,392,003,111	\$ 1,375,023,816

*Capital reserves are funds set aside by the board to meet future capital expenditures. Once the capital reserves are established, the funds cannot be spent on operating purposes without prior ministerial approval.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2020

	(in dollars)			
	Almadina School Society	The Aspen View School Division	Aurora School Ltd.	The Battle River School Division
REVENUES				
Government of Alberta	\$ 11,229,559	\$ 37,730,531	\$ 8,118,268	\$ 73,329,440
Federal Government and other government grants	-	2,388,423	-	-
Property taxes	-	-	-	-
Fees	272,550	529,621	361,963	547,977
Sales of services and products	-	281,896	13,488	19,949,489
Investment income	38,057	89,354	86,685	163,850
Donations and other contributions	-	330,253	39,938	790,775
Other revenue	10,907	196,617	1,386	227,838
Total revenues	\$ 11,551,073	\$ 41,546,695	\$ 8,621,728	\$ 95,009,369
EXPENSES				
Instruction - ECS	\$ 401,951	\$ 1,369,652	\$ 303,505	\$ 4,150,993
Instruction - Grades 1 - 12	8,403,543	28,122,663	5,766,587	54,349,569
Plant Operations and Maintenance	727,953	6,713,526	1,243,612	29,056,968
Transportation	873,503	3,404,844	574,423	4,273,938
Board and system administration	581,180	1,822,959	429,812	2,633,036
External Services	-	886,017	-	1,806,628
Total expenses	\$ 10,988,130	\$ 42,319,661	\$ 8,317,939	\$ 96,271,132
Annual operating surplus (deficit)	\$ 562,943	\$ (772,966)	\$ 303,789	\$ (1,261,763)
Endowment contributions and reinvested income	-	-	-	-
Annual surplus (deficit)	\$ 562,943	\$ (772,966)	\$ 303,789	\$ (1,261,763)
Accumulated operating surplus (deficit) at beginning of year	3,140,979	7,042,358	7,873,569	16,718,215
Accumulated operating surplus (deficit) at end of year	\$ 3,703,922	\$ 6,269,392	\$ 8,177,358	\$ 15,456,452
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 1,078,810	\$ 636,521	\$ 963,077	\$ 172,129
Total cash flows from capital transactions	(443,870)	(2,901,034)	(1,810,066)	(1,301,924)
Total cash flows from investing transactions	(1,067,018)	(112)	(11,227)	(151,675)
Total cash flows from financing transactions	439,153	3,139,130	381,257	2,541,429
Increase (decrease) in cash and cash equivalents	\$ 7,075	\$ 874,505	\$ (476,959)	\$ 1,259,959
Cash and cash equivalents, at beginning of the year	1,480,077	5,947,603	3,340,119	4,184,856
Cash and cash equivalents, at end of the year	\$ 1,487,152	\$ 6,822,108	\$ 2,863,160	\$ 5,444,815
Alberta Education Funded Student Enrolment*	1,149	2,481	827	5,668

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2020

	(in dollars)			
	The Black Gold School Division	Boyle Street Education Centre	The Buffalo Trail School Division	Calgary Arts Academy Society
REVENUES				
Government of Alberta	\$ 128,104,839	\$ 3,828,370	\$ 51,172,452	\$ 4,161,257
Federal Government and other government grants	6,350	-	20,220	-
Property taxes	-	-	-	-
Fees	1,524,360	-	205,944	376,465
Sales of services and products	1,449,944	-	329,003	51,279
Investment income	283,547	38,083	83,290	3,021
Donations and other contributions	855,115	-	1,430,771	113
Other revenue	156,739	-	17,857	523,033
Total revenues	\$ 132,380,894	\$ 3,866,453	\$ 53,259,537	\$ 5,115,168
EXPENSES				
Instruction - ECS	\$ 11,412,695	\$ -	\$ 1,398,962	\$ 173,205
Instruction - Grades 1 - 12	94,815,521	2,720,965	38,045,339	3,544,111
Plant Operations and Maintenance	17,283,395	933,467	6,965,979	881,579
Transportation	3,793,316	30,319	4,606,110	312,261
Board and system administration	4,000,607	184,430	2,016,844	247,779
External Services	436,617	-	270,570	-
Total expenses	\$ 131,742,151	\$ 3,869,181	\$ 53,303,804	\$ 5,158,935
Annual operating surplus (deficit)	\$ 638,743	\$ (2,728)	\$ (44,267)	\$ (43,767)
Endowment contributions and reinvested income	-	-	-	-
Annual surplus (deficit)	\$ 638,743	\$ (2,728)	\$ (44,267)	\$ (43,767)
Accumulated operating surplus (deficit) at beginning of year	18,643,666	2,209,975	4,750,649	1,264,502
Accumulated operating surplus (deficit) at end of year	\$ 19,282,409	\$ 2,207,247	\$ 4,706,382	\$ 1,220,735
Changes in Financial Position:				
Total cash flows from operating transactions	\$ (1,624,230)	\$ 61,302	\$ (3,810,182)	\$ 100,399
Total cash flows from capital transactions	(6,679,180)	(17,836)	(5,394,110)	(346,945)
Total cash flows from investing transactions	971,406	508,880	-	-
Total cash flows from financing transactions	8,922,216	-	6,154,315	800,699
Increase (decrease) in cash and cash equivalents	\$ 1,590,212	\$ 552,346	\$ (3,049,977)	\$ 554,153
Cash and cash equivalents, at beginning of the year	5,790,260	1,607,528	6,503,050	406,309
Cash and cash equivalents, at end of the year	\$ 7,380,472	\$ 2,159,874	\$ 3,453,073	\$ 960,462
Alberta Education Funded Student Enrolment*	11,632	150	3,836	473

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2020

	(in dollars)			
	Calgary Girls' School Society	The Calgary Roman Catholic Sep. School Division	The Calgary School Division	The Canadian Rockies School Division
REVENUES				
Government of Alberta	\$ 5,031,905	\$ 478,951,229	\$ 1,246,391,000	\$ 22,389,788
Federal Government and other government grants	-	2,028,912	2,088,000	4,496,969
Property taxes	-	106,944,504	-	-
Fees	537,752	7,636,017	31,512,000	819,906
Sales of services and products	-	4,845,415	24,019,000	1,949,206
Investment income	28,516	1,210,211	3,054,000	166,576
Donations and other contributions	13,706	3,503,919	11,160,000	438,542
Other revenue	13,623	1,679,255	4,786,000	98,866
Total revenues	\$ 5,625,502	\$ 606,799,462	\$ 1,323,010,000	\$ 30,359,853
EXPENSES				
Instruction - ECS	\$ -	\$ 21,991,013	\$ 42,012,000	\$ 830,615
Instruction - Grades 1 - 12	4,448,574	461,848,160	995,483,000	19,419,668
Plant Operations and Maintenance	515,115	89,178,652	161,222,000	5,556,668
Transportation	579,489	18,618,580	42,278,000	1,083,175
Board and system administration	243,709	19,763,423	44,383,000	1,530,606
External Services	-	1,343,998	26,110,000	2,017,098
Total expenses	\$ 5,786,887	\$ 612,743,826	\$ 1,311,488,000	\$ 30,437,830
Annual operating surplus (deficit)	\$ (161,386)	\$ (5,944,364)	\$ 11,522,000	\$ (77,977)
Endowment contributions and reinvested income	-	-	-	-
Annual surplus (deficit)	\$ (161,386)	\$ (5,944,364)	\$ 11,522,000	\$ (77,977)
Accumulated operating surplus (deficit) at beginning of year	2,094,559	60,036,003	212,282,000	6,803,069
Accumulated operating surplus (deficit) at end of year	\$ 1,933,173	\$ 54,091,639	\$ 223,804,000	\$ 6,725,092
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 529,059	\$ 1,300,313	\$ 38,414,000	\$ 216,643
Total cash flows from capital transactions	(605,461)	(34,666,741)	(35,982,000)	(2,851,527)
Total cash flows from investing transactions	(30,860)	-	(851,000)	-
Total cash flows from financing transactions	605,461	35,615,691	20,589,000	1,048,954
Increase (decrease) in cash and cash equivalents	\$ 498,199	\$ 2,249,263	\$ 22,170,000	\$ (1,585,930)
Cash and cash equivalents, at beginning of the year	379,979	68,572,565	136,522,000	9,362,466
Cash and cash equivalents, at end of the year	\$ 878,177	\$ 70,821,828	\$ 158,692,000	\$ 7,776,536
Alberta Education Funded Student Enrolment*	508	55,656	119,442	1,753

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2020

	(in dollars)			
	CAPE-Centre for Academic and Personal Excellence Institute	The Chinook's Edge School Division	The Christ the Redeemer Catholic Sep. School Division	The Clearview School Division
REVENUES				
Government of Alberta	\$ 2,532,073	\$ 120,703,493	\$ 87,507,480	\$ 30,607,648
Federal Government and other government grants	-	120,671	-	-
Property taxes	-	-	7,391,441	-
Fees	235,485	1,167,271	717,985	229,689
Sales of services and products	33,531	1,322,770	247,690	321,277
Investment income	661	268,882	346,985	49,942
Donations and other contributions	8,859	875,113	630,467	365,238
Other revenue	2,785	1,288,176	1,019,163	318,451
Total revenues	\$ 2,813,394	\$ 125,746,376	\$ 97,861,211	\$ 31,892,245
EXPENSES				
Instruction - ECS	\$ 248,130	\$ 7,204,102	\$ 2,163,728	\$ 1,373,107
Instruction - Grades 1 - 12	1,930,452	88,917,857	74,474,252	21,984,999
Plant Operations and Maintenance	275,153	18,489,294	13,012,399	4,384,885
Transportation	112,590	5,565,908	4,600,946	2,649,308
Board and system administration	163,413	4,014,064	3,513,508	1,521,735
External Services	30,818	2,057,880	11,361	258,694
Total expenses	\$ 2,760,556	\$ 126,249,105	\$ 97,776,194	\$ 32,172,728
Annual operating surplus (deficit)	\$ 52,838	\$ (502,729)	\$ 85,017	\$ (280,483)
Endowment contributions and reinvested income	-	-	-	-
Annual surplus (deficit)	\$ 52,838	\$ (502,729)	\$ 85,017	\$ (280,483)
Accumulated operating surplus (deficit) at beginning of year	160,472	20,677,577	23,116,784	8,962,629
Accumulated operating surplus (deficit) at end of year	\$ 213,311	\$ 20,174,848	\$ 23,201,801	\$ 8,682,146
Changes in Financial Position:				
Total cash flows from operating transactions	\$ (6,252,244)	\$ 171,814	\$ 4,066,395	\$ 731,546
Total cash flows from capital transactions	(28,129)	(3,175,064)	(3,994,724)	(2,020,844)
Total cash flows from investing transactions	-	39,242	238,500	629,196
Total cash flows from financing transactions	6,468,155	4,040,623	2,556,782	1,476,829
Increase (decrease) in cash and cash equivalents	\$ 187,783	\$ 1,076,615	\$ 2,866,953	\$ 816,727
Cash and cash equivalents, at beginning of the year	334,263	11,930,102	11,726,124	3,301,421
Cash and cash equivalents, at end of the year	\$ 522,046	\$ 13,006,717	\$ 14,593,077	\$ 4,118,148
Alberta Education Funded Student Enrolment*	237	10,505	8,653	2,291

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2020

	(in dollars)			
	Connect Charter School Society	The East Central Alberta Catholic Sep. School Division	The East Central Francophone Education Region	The Edmonton Catholic Sep. School Division
REVENUES				
Government of Alberta	\$ 5,795,434	\$ 21,166,156	\$ 16,072,140	\$ 409,120,989
Federal Government and other government grants	100	6,300	410,253	9,543,857
Property taxes	-	1,398,639	-	60,317,950
Fees	682,891	118,222	148,167	11,881,668
Sales of services and products	223,273	158,216	421,205	4,425,212
Investment income	19,786	138,234	3,159	1,044,988
Donations and other contributions	94,246	255,847	166,389	3,938,537
Other revenue	102,189	12,145	37,896	3,183,988
Total revenues	\$ 6,917,919	\$ 23,253,759	\$ 17,259,209	\$ 503,457,189
EXPENSES				
Instruction - ECS	\$ -	\$ 856,089	\$ 887,083	\$ 48,571,502
Instruction - Grades 1 - 12	5,748,653	17,782,452	9,335,795	345,250,371
Plant Operations and Maintenance	498,071	3,421,885	2,742,888	65,847,633
Transportation	442,022	363,270	1,225,126	20,549,123
Board and system administration	326,538	1,264,735	988,608	14,668,063
External Services	-	76,336	1,739,485	7,213,491
Total expenses	\$ 7,015,284	\$ 23,764,767	\$ 16,918,985	\$ 502,100,183
Annual operating surplus (deficit)	\$ (97,365)	\$ (511,008)	\$ 340,223	\$ 1,357,006
Endowment contributions and reinvested income	-	-	-	-
Annual surplus (deficit)	\$ (97,365)	\$ (511,008)	\$ 340,223	\$ 1,357,006
Accumulated operating surplus (deficit) at beginning of year	976,654	10,863,510	2,071,333	70,856,303
Accumulated operating surplus (deficit) at end of year	\$ 879,289	\$ 10,352,502	\$ 2,411,557	\$ 72,213,309
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 607,284	\$ 916,834	\$ 263,660	\$ 11,415,892
Total cash flows from capital transactions	(938,723)	(1,366,454)	(1,075,296)	(36,461,127)
Total cash flows from investing transactions	602,767	(195)	-	-
Total cash flows from financing transactions	948,959	980,497	979,606	37,765,148
Increase (decrease) in cash and cash equivalents	\$ 1,220,287	\$ 530,682	\$ 167,969	\$ 12,719,913
Cash and cash equivalents, at beginning of the year	858,883	8,571,474	898,138	34,135,776
Cash and cash equivalents, at end of the year	\$ 2,079,170	\$ 9,102,156	\$ 1,066,108	\$ 46,855,689
Alberta Education Funded Student Enrolment*	622	1,977	770	40,989

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2020

	(in dollars)			
	The Edmonton School Division	The Elk Island Catholic School Division	The Elk Island School Division	The Evergreen Catholic School Division
REVENUES				
Government of Alberta	\$ 1,090,215,986	\$ 63,335,862	\$ 178,589,601	\$ 38,312,080
Federal Government and other government grants	2,418,509	-	-	50,059
Property taxes	-	10,787,198	-	6,763,096
Fees	19,593,298	1,959,150	2,908,915	583,778
Sales of services and products	16,893,299	1,600,697	1,961,201	307,765
Investment income	1,943,915	99,507	450,004	118,462
Donations and other contributions	8,277,890	282,333	1,212,096	312,956
Other revenue	7,598,317	171,921	297,560	7,259
Total revenues	\$ 1,146,941,214	\$ 78,236,668	\$ 185,419,377	\$ 46,455,455
EXPENSES				
Instruction - ECS	\$ 80,040,937	\$ 4,017,533	\$ 10,517,087	\$ 1,733,371
Instruction - Grades 1 - 12	809,821,041	54,067,375	136,644,929	35,470,662
Plant Operations and Maintenance	162,564,420	11,974,381	22,562,781	7,572,550
Transportation	37,623,642	3,206,451	9,584,645	324,833
Board and system administration	38,585,787	2,699,402	6,575,069	1,769,619
External Services	19,637,286	1,082,822	1,018,143	135,945
Total expenses	\$ 1,148,273,113	\$ 77,047,964	\$ 186,902,654	\$ 47,006,980
Annual operating surplus (deficit)	\$ (1,331,899)	\$ 1,188,704	\$ (1,483,277)	\$ (551,525)
Endowment contributions and reinvested income	-	-	-	-
Annual surplus (deficit)	\$ (1,331,899)	\$ 1,188,704	\$ (1,483,277)	\$ (551,525)
Accumulated operating surplus (deficit) at beginning of year	196,359,084	15,477,833	19,745,026	6,259,699
Accumulated operating surplus (deficit) at end of year	\$ 195,027,185	\$ 16,666,537	\$ 18,261,749	\$ 5,708,174
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 23,126,576	\$ 4,583,723	\$ 2,131,514	\$ (1,829,981)
Total cash flows from capital transactions	(104,898,664)	(10,132,806)	(11,976,503)	(2,279,819)
Total cash flows from investing transactions	-	-	2,156,433	-
Total cash flows from financing transactions	106,221,915	11,853,595	12,732,073	2,018,976
Increase (decrease) in cash and cash equivalents	\$ 24,449,827	\$ 6,304,512	\$ 5,043,517	\$ (2,090,824)
Cash and cash equivalents, at beginning of the year	156,923,356	3,039,596	11,046,629	7,591,960
Cash and cash equivalents, at end of the year	\$ 181,373,183	\$ 9,344,108	\$ 16,090,146	\$ 5,501,136
Alberta Education Funded Student Enrolment*	99,284	6,392	16,712	4,127

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2020

	(in dollars)			
	FFCA Charter School Society	The Foothills School Division	The Fort McMurray Roman Catholic Sep. School Division	The Fort McMurray School Division
REVENUES				
Government of Alberta	\$ 32,027,025	\$ 87,870,977	\$ 82,556,335	\$ 88,571,324
Federal Government and other government grants	-	447,680	1,719,360	222,450
Property taxes	-	-	956,757	-
Fees	2,544,267	1,128,341	999,924	1,008,837
Sales of services and products	57,945	485,189	1,348,504	7,206,805
Investment income	58,581	210,589	628,507	303,573
Donations and other contributions	298,140	1,066,455	1,430,589	318,551
Other revenue	304,864	298,028	2,268,084	1,031,427
Total revenues	\$ 35,290,822	\$ 91,507,259	\$ 91,908,060	\$ 98,662,967
EXPENSES				
Instruction - ECS	\$ 1,384,966	\$ 2,977,964	\$ 11,987,493	\$ 10,987,451
Instruction - Grades 1 - 12	26,260,265	68,293,612	61,111,272	58,682,382
Plant Operations and Maintenance	3,137,224	15,473,231	13,461,581	19,618,385
Transportation	2,776,017	4,204,802	1,662,913	1,777,063
Board and system administration	1,396,638	2,698,606	3,003,963	2,884,348
External Services	-	-	1,856,582	-
Total expenses	\$ 34,955,110	\$ 93,648,215	\$ 93,083,804	\$ 93,949,629
Annual operating surplus (deficit)	\$ 335,712	\$ (2,140,956)	\$ (1,175,744)	\$ 4,713,338
Endowment contributions and reinvested income	-	-	-	-
Annual surplus (deficit)	\$ 335,712	\$ (2,140,956)	\$ (1,175,744)	\$ 4,713,338
Accumulated operating surplus (deficit) at beginning of year	2,768,422	18,920,119	41,845,165	20,799,478
Accumulated operating surplus (deficit) at end of year	\$ 3,104,134	\$ 16,779,163	\$ 40,669,421	\$ 25,512,816
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 3,403,471	\$ 1,476,156	\$ 2,496,147	\$ 4,037,547
Total cash flows from capital transactions	(1,266,580)	(2,173,256)	(1,173,698)	(4,656,379)
Total cash flows from investing transactions	(23,946)	1,434,333	(17,493)	988,172
Total cash flows from financing transactions	338,537	1,375,785	3,718,714	5,616,211
Increase (decrease) in cash and cash equivalents	\$ 2,451,482	\$ 2,113,018	\$ 5,023,670	\$ 5,985,551
Cash and cash equivalents, at beginning of the year	1,170,455	7,449,379	39,475,695	19,342,966
Cash and cash equivalents, at end of the year	\$ 3,621,937	\$ 9,562,396	\$ 44,499,365	\$ 25,328,517
Alberta Education Funded Student Enrolment*	3,466	7,787	5,858	5,585

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2020

	(in dollars)			
	The Fort Vermilion School Division	The Golden Hills School Division	The Grande Prairie Roman Catholic Sep. School Division	The Grande Prairie School Division
REVENUES				
Government of Alberta	\$ 49,565,562	\$ 72,870,826	\$ 58,224,088	\$ 93,099,065
Federal Government and other government grants	5,819,304	1,579,859	90,494	-
Property taxes	-	-	4,861,521	-
Fees	156,663	1,105,820	1,548,174	1,062,875
Sales of services and products	4,614,866	8,253,037	82,400	1,588,073
Investment income	91,010	106,913	260,279	89,363
Donations and other contributions	732,724	521,991	269,615	421,531
Other revenue	283,487	776,851	492,626	157,291
Total revenues	\$ 61,263,616	\$ 85,215,297	\$ 65,829,197	\$ 96,418,198
EXPENSES				
Instruction - ECS	\$ 2,134,003	\$ 3,162,213	\$ 3,544,820	\$ 8,520,921
Instruction - Grades 1 - 12	39,497,216	57,112,812	43,178,391	64,894,455
Plant Operations and Maintenance	8,276,140	11,529,199	12,104,923	16,403,789
Transportation	3,267,686	3,178,578	2,570,119	1,976,214
Board and system administration	2,159,025	2,823,107	2,173,282	3,143,275
External Services	1,039,811	5,573,134	303,033	-
Total expenses	\$ 56,373,881	\$ 83,379,042	\$ 63,874,568	\$ 94,938,654
Annual operating surplus (deficit)	\$ 4,889,735	\$ 1,836,255	\$ 1,954,629	\$ 1,479,544
Endowment contributions and reinvested income	-	-	-	-
Annual surplus (deficit)	\$ 4,889,735	\$ 1,836,255	\$ 1,954,629	\$ 1,479,544
Accumulated operating surplus (deficit) at beginning of year	12,364,980	23,518,309	27,629,669	9,803,819
Accumulated operating surplus (deficit) at end of year	\$ 17,254,715	\$ 25,354,564	\$ 29,584,298	\$ 11,283,363
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 3,114,601	\$ 2,321,877	\$ 3,539,472	\$ 7,338,660
Total cash flows from capital transactions	(2,979,498)	(3,235,285)	(8,012,319)	(1,650,723)
Total cash flows from investing transactions	-	1,250,000	(2,711,582)	-
Total cash flows from financing transactions	1,967,768	2,578,006	3,826,457	1,436,560
Increase (decrease) in cash and cash equivalents	\$ 2,102,871	\$ 2,914,597	\$ (3,357,972)	\$ 7,124,497
Cash and cash equivalents, at beginning of the year	5,899,500	7,316,984	14,500,561	3,271,445
Cash and cash equivalents, at end of the year	\$ 8,002,371	\$ 10,231,581	\$ 11,142,589	\$ 10,395,942
Alberta Education Funded Student Enrolment*	2,912	6,112	5,132	7,832

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2020

	(in dollars)			
	The Grande Yellowhead School Division	The Grasslands School Division	The Greater North Central Francophone Education Region	The Greater St. Albert Roman Catholic Sep. School Division
REVENUES				
Government of Alberta	\$ 56,220,298	\$ 45,570,649	\$ 52,662,246	\$ 54,241,852
Federal Government and other government grants	67,303	698,898	1,846,987	206,799
Property taxes	-	-	-	7,789,175
Fees	493,521	352,081	372,948	1,826,777
Sales of services and products	511,912	500,377	107,037	628,197
Investment income	185,579	166,755	75,780	99,576
Donations and other contributions	593,967	212,863	442,113	159,728
Other revenue	58,503	71,847	179,276	401,712
Total revenues	\$ 58,131,083	\$ 47,573,470	\$ 55,686,387	\$ 65,353,816
EXPENSES				
Instruction - ECS	\$ 2,743,553	\$ 2,941,196	\$ 3,805,614	\$ 4,847,776
Instruction - Grades 1 - 12	39,934,199	33,529,094	34,881,572	46,082,982
Plant Operations and Maintenance	8,362,257	6,845,846	8,745,960	8,596,574
Transportation	3,297,837	1,979,187	5,231,557	1,998,346
Board and system administration	2,607,984	2,275,590	2,148,174	2,487,861
External Services	328,712	384,572	135,203	592,547
Total expenses	\$ 57,274,542	\$ 47,955,485	\$ 54,948,080	\$ 64,606,086
Annual operating surplus (deficit)	\$ 856,541	\$ (382,015)	\$ 738,307	\$ 747,730
Endowment contributions and reinvested income	-	-	-	-
Annual surplus (deficit)	\$ 856,541	\$ (382,015)	\$ 738,307	\$ 747,730
Accumulated operating surplus (deficit) at beginning of year	16,110,026	10,391,635	10,771,331	4,755,864
Accumulated operating surplus (deficit) at end of year	\$ 16,966,567	\$ 10,009,620	\$ 11,509,638	\$ 5,503,594
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 4,506,135	\$ (96,077)	\$ 1,319,666	\$ (5,771,882)
Total cash flows from capital transactions	(2,478,720)	(1,594,229)	(9,801,187)	(2,127,874)
Total cash flows from investing transactions	-	-	-	-
Total cash flows from financing transactions	2,069,014	2,250,102	11,313,986	9,774,299
Increase (decrease) in cash and cash equivalents	\$ 4,096,429	\$ 559,796	\$ 2,832,465	\$ 1,874,543
Cash and cash equivalents, at beginning of the year	11,251,369	3,486,213	6,880,532	4,621,230
Cash and cash equivalents, at end of the year	\$ 15,347,798	\$ 4,046,009	\$ 9,712,997	\$ 6,495,773
Alberta Education Funded Student Enrolment*	4,395	3,532	3,497	5,428

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2020

	(in dollars)			
	The High Prairie School Division	The Holy Family Catholic Sep. School Division	The Holy Spirit Roman Catholic Sep. School Division	The Horizon School Division
REVENUES				
Government of Alberta	\$ 42,862,458	\$ 26,007,270	\$ 51,311,289	\$ 41,703,513
Federal Government and other government grants	4,523,847	2,845,743	1,283,120	-
Property taxes	-	1,566,773	6,740,736	-
Fees	247,563	224,582	644,993	600,254
Sales of services and products	723,673	124,109	600,738	527,432
Investment income	111,872	92,423	103,741	134,920
Donations and other contributions	242,268	297,112	360,385	455,987
Other revenue	68,511	1,763,894	686,077	26,629
Total revenues	\$ 48,780,192	\$ 32,921,906	\$ 61,731,079	\$ 43,448,735
EXPENSES				
Instruction - ECS	\$ 2,061,039	\$ 1,478,028	\$ 4,167,993	\$ 1,243,712
Instruction - Grades 1 - 12	34,457,234	23,029,879	43,777,420	31,259,965
Plant Operations and Maintenance	5,700,873	4,337,005	8,675,711	7,088,660
Transportation	3,931,844	522,693	1,589,292	2,337,353
Board and system administration	2,034,197	1,439,649	2,695,859	1,941,889
External Services	1,908,436	352,728	-	434,592
Total expenses	\$ 50,093,623	\$ 31,159,982	\$ 60,906,275	\$ 44,306,171
Annual operating surplus (deficit)	\$ (1,313,431)	\$ 1,761,924	\$ 824,804	\$ (857,436)
Endowment contributions and reinvested income	-	-	-	-
Annual surplus (deficit)	\$ (1,313,431)	\$ 1,761,924	\$ 824,804	\$ (857,436)
Accumulated operating surplus (deficit) at beginning of year	19,501,647	9,268,791	12,567,677	10,822,407
Accumulated operating surplus (deficit) at end of year	\$ 18,188,216	\$ 11,030,715	\$ 13,392,481	\$ 9,964,971
Changes in Financial Position:				
Total cash flows from operating transactions	\$ (673,174)	\$ 3,160,231	\$ 1,221,420	\$ 216,649
Total cash flows from capital transactions	(1,941,449)	(2,642,129)	(3,001,946)	(4,718,164)
Total cash flows from investing transactions	-	-	(2,522)	171,476
Total cash flows from financing transactions	975,203	2,229,056	2,841,849	4,048,843
Increase (decrease) in cash and cash equivalents	\$ (1,639,420)	\$ 2,747,158	\$ 1,058,801	\$ (281,196)
Cash and cash equivalents, at beginning of the year	7,349,265	4,021,798	13,700,896	2,581,262
Cash and cash equivalents, at end of the year	\$ 5,709,845	\$ 6,768,956	\$ 14,759,697	\$ 2,300,066
Alberta Education Funded Student Enrolment*	2,684	1,782	4,723	3,276

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2020

	(in dollars)			
	The Lakeland Roman Catholic Sep. School Division	The Lethbridge School Division	The Living Waters Catholic Sep. School Division	The Livingstone Range School Division
REVENUES				
Government of Alberta	\$ 32,478,481	\$ 118,706,075	\$ 25,566,862	\$ 45,118,191
Federal Government and other government grants	1,312,006	495,542	82,890	2,514,918
Property taxes	1,970,992	-	1,471,819	-
Fees	372,864	1,480,790	254,127	656,953
Sales of services and products	560,261	3,137,084	365,179	1,049,939
Investment income	5,970	201,809	57,111	149,540
Donations and other contributions	311,236	1,909,033	98,137	426,101
Other revenue	17,905	21,044	159,652	148,566
Total revenues	\$ 37,029,715	\$ 125,951,377	\$ 28,055,777	\$ 50,064,208
EXPENSES				
Instruction - ECS	\$ 1,522,933	\$ 8,023,265	\$ 2,034,381	\$ 2,142,482
Instruction - Grades 1 - 12	26,168,897	95,170,517	19,131,841	35,652,090
Plant Operations and Maintenance	4,319,421	15,262,572	5,609,191	8,252,082
Transportation	2,301,558	1,821,447	51,933	2,337,610
Board and system administration	1,195,522	4,095,662	1,353,350	1,981,197
External Services	522,025	275,580	-	-
Total expenses	\$ 36,030,356	\$ 124,649,043	\$ 28,180,696	\$ 50,365,461
Annual operating surplus (deficit)	\$ 999,359	\$ 1,302,334	\$ (124,919)	\$ (301,253)
Endowment contributions and reinvested income	-	-	-	-
Annual surplus (deficit)	\$ 999,359	\$ 1,302,334	\$ (124,919)	\$ (301,253)
Accumulated operating surplus (deficit) at beginning of year	5,137,772	21,584,571	4,886,682	12,570,347
Accumulated operating surplus (deficit) at end of year	\$ 6,137,131	\$ 22,886,905	\$ 4,761,763	\$ 12,269,094
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 1,210,714	\$ 3,123,564	\$ 1,005,366	\$ (2,395,459)
Total cash flows from capital transactions	(1,775,039)	(16,659,018)	(1,369,810)	(3,885,962)
Total cash flows from investing transactions	-	19,169	-	(10,526)
Total cash flows from financing transactions	1,688,826	16,193,234	934,840	6,217,705
Increase (decrease) in cash and cash equivalents	\$ 1,124,501	\$ 2,676,949	\$ 570,396	\$ (74,242)
Cash and cash equivalents, at beginning of the year	1,131,301	18,375,384	3,294,160	10,742,348
Cash and cash equivalents, at end of the year	\$ 2,255,802	\$ 21,052,333	\$ 3,864,556	\$ 10,668,106
Alberta Education Funded Student Enrolment*	2,387	10,959	1,861	3,233

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2020

	(in dollars)			
	The Medicine Hat Catholic School Division	Roman Sep. The Medicine Hat School Division	Mother Earth's Children's Charter School Society	New Horizons Charter School Society
REVENUES				
Government of Alberta	\$ 25,263,552	\$ 82,288,148	\$ 764,395	\$ 3,900,829
Federal Government and other government grants	-	-	540,664	-
Property taxes	4,140,022	-	-	-
Fees	577,218	1,031,595	-	54,209
Sales of services and products	692,725	2,913,532	3,969	11,472
Investment income	51,386	210,606	5,465	9,354
Donations and other contributions	239,158	683,018	242,657	10,758
Other revenue	40,425	85,195	-	18,792
Total revenues	\$ 31,004,486	\$ 87,212,094	\$ 1,557,150	\$ 4,005,414
EXPENSES				
Instruction - ECS	\$ 3,754,619	\$ 9,530,596	\$ 72,005	\$ 114,848
Instruction - Grades 1 - 12	20,269,456	61,490,086	702,792	2,826,826
Plant Operations and Maintenance	4,368,603	10,626,658	579,705	674,462
Transportation	1,051,360	1,897,289	97,762	64,571
Board and system administration	1,591,728	2,918,884	182,265	126,316
External Services	406,901	816,081	-	15,868
Total expenses	\$ 31,442,667	\$ 87,279,594	\$ 1,634,529	\$ 3,822,891
Annual operating surplus (deficit)	\$ (438,181)	\$ (67,500)	\$ (77,379)	\$ 182,523
Endowment contributions and reinvested income	-	128,520	-	-
Annual surplus (deficit)	\$ (438,181)	\$ 61,020	\$ (77,379)	\$ 182,523
Accumulated operating surplus (deficit) at beginning of year	2,698,399	24,221,244	606,086	1,302,842
Accumulated operating surplus (deficit) at end of year	\$ 2,260,218	\$ 24,282,264	\$ 528,707	\$ 1,485,365
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 673,173	\$ 13,548,991	\$ (75,096)	\$ 510,214
Total cash flows from capital transactions	(1,844,973)	(4,237,379)	(16,490)	(462,705)
Total cash flows from investing transactions	-	(15,846)	38,471	68,697
Total cash flows from financing transactions	1,723,666	(3,921,456)	16,490	66,557
Increase (decrease) in cash and cash equivalents	\$ 551,866	\$ 5,374,310	\$ (36,625)	\$ 182,763
Cash and cash equivalents, at beginning of the year	4,260,015	9,351,475	213,078	922,237
Cash and cash equivalents, at end of the year	\$ 4,811,881	\$ 14,725,785	\$ 176,453	\$ 1,105,000
Alberta Education Funded Student Enrolment*	2,488	6,962	7	373

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2020

	(in dollars)			
	The Northern Gateway School Division	The Northern Lights School Division	The Northland School Division	The Northwest Francophone Education Region
REVENUES				
Government of Alberta	\$ 58,503,813	\$ 73,770,299	\$ 42,511,833	\$ 9,797,807
Federal Government and other government grants	3,982,725	3,475,492	14,539,162	19,908
Property taxes	-	-	-	-
Fees	626,150	478,760	-	59,872
Sales of services and products	776,219	1,324,028	393,284	188,906
Investment income	102,355	25,430	185,837	4,721
Donations and other contributions	283,778	909,885	391,892	134,894
Other revenue	179,336	119,129	839,385	51,659
Total revenues	\$ 64,454,376	\$ 80,103,023	\$ 58,861,393	\$ 10,257,767
EXPENSES				
Instruction - ECS	\$ 2,109,745	\$ 4,291,865	\$ 1,655,564	\$ 644,527
Instruction - Grades 1 - 12	45,284,749	56,697,810	35,038,082	6,210,417
Plant Operations and Maintenance	10,134,402	11,456,084	10,673,820	1,773,326
Transportation	4,358,765	5,415,345	3,146,181	716,734
Board and system administration	2,499,032	3,090,174	3,036,943	470,805
External Services	675,477	584,955	5,082,938	257,147
Total expenses	\$ 65,062,170	\$ 81,536,233	\$ 58,633,528	\$ 10,072,956
Annual operating surplus (deficit)	\$ (607,794)	\$ (1,433,210)	\$ 227,865	\$ 184,811
Endowment contributions and reinvested income	-	-	-	-
Annual surplus (deficit)	\$ (607,794)	\$ (1,433,210)	\$ 227,865	\$ 184,811
Accumulated operating surplus (deficit) at beginning of year	18,205,448	13,263,913	10,859,685	2,240,127
Accumulated operating surplus (deficit) at end of year	\$ 17,597,654	\$ 11,830,703	\$ 11,087,550	\$ 2,424,938
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 1,775,005	\$ (29,559)	\$ 4,770,913	\$ 600,753
Total cash flows from capital transactions	(2,227,445)	(1,961,235)	(2,946,262)	(320,449)
Total cash flows from investing transactions	-	-	-	(528)
Total cash flows from financing transactions	1,926,481	3,148,480	1,621,326	202,531
Increase (decrease) in cash and cash equivalents	\$ 1,474,041	\$ 1,157,686	\$ 3,445,977	\$ 482,307
Cash and cash equivalents, at beginning of the year	7,962,935	7,413,917	11,095,489	2,628,965
Cash and cash equivalents, at end of the year	\$ 9,436,976	\$ 8,571,603	\$ 14,541,466	\$ 3,111,272
Alberta Education Funded Student Enrolment*	4,524	5,425	1,247	425

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2020

	(in dollars)			
	The Palliser School Division	The Parkland School Division	The Peace River School Division	The Peace Wapiti School Division
REVENUES				
Government of Alberta	\$ 89,948,668	\$ 118,893,951	\$ 47,795,180	\$ 74,793,132
Federal Government and other government grants	412,176	1,845,769	167,085	2,447,546
Property taxes	-	-	-	-
Fees	774,887	1,731,744	164,660	464,618
Sales of services and products	1,255,380	961,128	369,881	1,125,098
Investment income	99,187	220,193	356,346	245,421
Donations and other contributions	547,306	975,717	492,028	933,400
Other revenue	1,404,321	63,389	131,819	294,034
Total revenues	\$ 94,441,925	\$ 124,691,891	\$ 49,476,999	\$ 80,303,249
EXPENSES				
Instruction - ECS	\$ 3,648,395	\$ 9,961,449	\$ 1,514,500	\$ 3,526,257
Instruction - Grades 1 - 12	72,861,999	86,457,642	34,818,222	57,465,017
Plant Operations and Maintenance	10,521,786	16,139,349	7,070,457	11,446,839
Transportation	3,354,807	8,358,721	4,842,695	6,291,559
Board and system administration	2,981,036	3,954,813	1,913,882	2,790,883
External Services	371,294	71,354	578,258	-
Total expenses	\$ 93,739,317	\$ 124,943,328	\$ 50,738,014	\$ 81,520,555
Annual operating surplus (deficit)	\$ 702,608	\$ (251,437)	\$ (1,261,015)	\$ (1,217,306)
Endowment contributions and reinvested income	25	-	-	-
Annual surplus (deficit)	\$ 702,633	\$ (251,437)	\$ (1,261,015)	\$ (1,217,306)
Accumulated operating surplus (deficit) at beginning of year	9,373,008	17,403,526	18,881,291	21,405,832
Accumulated operating surplus (deficit) at end of year	\$ 10,075,641	\$ 17,152,089	\$ 17,620,276	\$ 20,188,526
Changes in Financial Position:				
Total cash flows from operating transactions	\$ (4,186,708)	\$ 2,252,296	\$ 1,424,201	\$ (973,329)
Total cash flows from capital transactions	(4,996,445)	(6,317,108)	(3,667,913)	(3,599,628)
Total cash flows from investing transactions	(5,220)	-	-	1,694,132
Total cash flows from financing transactions	11,089,207	5,219,143	1,857,662	2,175,956
Increase (decrease) in cash and cash equivalents	\$ 1,900,834	\$ 1,154,331	\$ (386,050)	\$ (702,869)
Cash and cash equivalents, at beginning of the year	6,090,310	13,669,958	12,661,909	4,091,941
Cash and cash equivalents, at end of the year	\$ 7,991,144	\$ 14,824,289	\$ 12,275,859	\$ 3,389,072
Alberta Education Funded Student Enrolment*	8,179	10,740	2,895	5,538

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2020

	(in dollars)			
	The Pembina Hills School Division	The Prairie Land School Division	The Prairie Rose School Division	The Red Deer Catholic Sep. School Division
REVENUES				
Government of Alberta	\$ 57,380,345	\$ 23,413,427	\$ 45,907,572	\$ 96,033,689
Federal Government and other government grants	15,342	121,495	500,373	75,653
Property taxes	-	-	-	7,396,979
Fees	589,164	148,258	306,787	875,077
Sales of services and products	1,449,607	502,865	1,182,793	1,728,940
Investment income	226,475	194,477	99,586	183,554
Donations and other contributions	462,601	323,066	551,923	623,208
Other revenue	73,508	129,199	131,659	843,649
Total revenues	\$ 60,197,042	\$ 24,832,787	\$ 48,680,693	\$ 107,760,749
EXPENSES				
Instruction - ECS	\$ 2,478,946	\$ 762,316	\$ 2,476,528	\$ 5,565,079
Instruction - Grades 1 - 12	41,998,560	17,448,382	33,525,888	83,854,747
Plant Operations and Maintenance	6,655,974	4,173,631	6,966,710	11,658,504
Transportation	3,953,503	1,904,423	4,227,348	4,447,225
Board and system administration	2,049,396	1,001,644	1,988,869	3,085,205
External Services	942,085	-	15,751	-
Total expenses	\$ 58,078,464	\$ 25,290,396	\$ 49,201,094	\$ 108,610,760
Annual operating surplus (deficit)	\$ 2,118,578	\$ (457,609)	\$ (520,401)	\$ (850,011)
Endowment contributions and reinvested income	-	-	-	-
Annual surplus (deficit)	\$ 2,118,578	\$ (457,609)	\$ (520,401)	\$ (850,011)
Accumulated operating surplus (deficit) at beginning of year	10,207,470	9,046,379	7,808,707	21,411,111
Accumulated operating surplus (deficit) at end of year	\$ 12,326,048	\$ 8,588,770	\$ 7,288,306	\$ 20,561,100
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 5,200,490	\$ 408,448	\$ 17,085	\$ 1,726,281
Total cash flows from capital transactions	(1,361,918)	(1,995,961)	(4,042,380)	(9,952,562)
Total cash flows from investing transactions	-	408,351	-	-
Total cash flows from financing transactions	1,080,433	1,754,943	3,768,426	7,714,805
Increase (decrease) in cash and cash equivalents	\$ 4,919,005	\$ 575,781	\$ (256,869)	\$ (511,476)
Cash and cash equivalents, at beginning of the year	4,176,915	1,393,231	7,307,816	11,158,614
Cash and cash equivalents, at end of the year	\$ 9,095,920	\$ 1,969,012	\$ 7,050,947	\$ 10,647,138
Alberta Education Funded Student Enrolment*	5,493	1,318	3,141	9,147

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2020

	(in dollars)			
	The Red Deer School Division	The Rocky View School Division	The Southern Francophone Education Region	The St. Albert School Division
REVENUES				
Government of Alberta	\$ 115,390,393	\$ 260,583,314	\$ 50,285,646	\$ 87,771,202
Federal Government and other government grants	87,519	585,390	-	60,654
Property taxes	-	-	-	-
Fees	981,218	5,264,972	445,812	2,641,282
Sales of services and products	3,154,273	1,575,733	352,867	829,990
Investment income	341,036	1,980,580	54,850	341,591
Donations and other contributions	421,229	2,043,206	275,266	781,044
Other revenue	460,110	305,637	28,776	181,400
Total revenues	\$ 120,835,778	\$ 272,338,832	\$ 51,443,217	\$ 92,607,163
EXPENSES				
Instruction - ECS	\$ 4,898,093	\$ 11,894,094	\$ 2,724,536	\$ 5,098,653
Instruction - Grades 1 - 12	93,719,025	196,408,772	33,630,903	69,360,005
Plant Operations and Maintenance	14,086,268	40,953,666	7,103,117	12,061,926
Transportation	2,150,701	14,303,866	4,854,829	2,243,382
Board and system administration	3,548,786	7,654,130	2,205,177	2,852,994
External Services	-	191,970	17,551	566,543
Total expenses	\$ 118,402,873	\$ 271,406,498	\$ 50,536,113	\$ 92,183,503
Annual operating surplus (deficit)	\$ 2,432,905	\$ 932,334	\$ 907,104	\$ 423,660
Endowment contributions and reinvested income	(11,651)	-	-	-
Annual surplus (deficit)	\$ 2,421,254	\$ 932,334	\$ 907,104	\$ 423,660
Accumulated operating surplus (deficit) at beginning of year	16,038,872	57,599,198	5,409,744	20,288,530
Accumulated operating surplus (deficit) at end of year	\$ 18,460,125	\$ 58,531,532	\$ 6,316,848	\$ 20,712,190
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 2,855,413	\$ 1,657,950	\$ 1,635,467	\$ (453,326)
Total cash flows from capital transactions	(3,862,229)	(23,723,569)	(3,082,995)	(3,728,963)
Total cash flows from investing transactions	(1,807,287)	(1,516,501)	-	-
Total cash flows from financing transactions	2,593,963	21,886,297	3,039,435	5,000,781
Increase (decrease) in cash and cash equivalents	\$ (220,140)	\$ (1,695,823)	\$ 1,591,907	\$ 818,492
Cash and cash equivalents, at beginning of the year	15,342,566	31,922,690	7,620,332	19,340,612
Cash and cash equivalents, at end of the year	\$ 15,122,426	\$ 30,226,867	\$ 9,212,239	\$ 20,159,104
Alberta Education Funded Student Enrolment*	10,591	24,517	3,376	8,480

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2020

	(in dollars)			
	The St. Paul School Division	The St. Thomas Aquinas Roman Catholic Sep. School Division	The Sturgeon School Division	Suzuki Charter School Society
REVENUES				
Government of Alberta	\$ 44,182,009	\$ 41,198,168	\$ 66,532,439	\$ 3,085,211
Federal Government and other government grants	10,128,568	991,619	389,853	-
Property taxes	-	4,616,598	-	-
Fees	435,739	626,922	1,115,980	92,352
Sales of services and products	396,377	648,921	199,677	136,743
Investment income	111,350	45,971	120,107	2,794
Donations and other contributions	344,060	93,876	201,944	68,354
Other revenue	223,796	50,628	111,278	34,348
Total revenues	\$ 55,821,899	\$ 48,272,703	\$ 68,671,278	\$ 3,419,802
EXPENSES				
Instruction - ECS	\$ 2,023,356	\$ 2,051,327	\$ 11,168,677	\$ 129,440
Instruction - Grades 1 - 12	40,040,286	33,445,769	41,338,837	2,387,233
Plant Operations and Maintenance	9,229,055	9,315,592	8,357,989	422,648
Transportation	2,615,795	1,260,876	3,997,202	124,755
Board and system administration	2,182,122	1,894,569	2,765,125	167,159
External Services	240,198	383,633	620,276	157,875
Total expenses	\$ 56,330,812	\$ 48,351,766	\$ 68,248,107	\$ 3,389,110
Annual operating surplus (deficit)	\$ (508,913)	\$ (79,063)	\$ 423,171	\$ 30,692
Endowment contributions and reinvested income	-	-	-	-
Annual surplus (deficit)	\$ (508,913)	\$ (79,063)	\$ 423,171	\$ 30,692
Accumulated operating surplus (deficit) at beginning of year	7,662,158	6,697,201	11,802,169	683,687
Accumulated operating surplus (deficit) at end of year	\$ 7,153,246	\$ 6,618,138	\$ 12,225,340	\$ 714,379
Changes in Financial Position:				
Total cash flows from operating transactions	\$ (1,122,814)	\$ 941,158	\$ (11,214,632)	\$ 1,779,140
Total cash flows from capital transactions	(1,649,102)	(3,075,456)	(4,190,821)	(73,058)
Total cash flows from investing transactions	-	-	5,214	(3,918)
Total cash flows from financing transactions	3,050,020	2,652,457	17,843,844	73,058
Increase (decrease) in cash and cash equivalents	\$ 278,104	\$ 518,159	\$ 2,443,605	\$ 1,775,222
Cash and cash equivalents, at beginning of the year	6,632,370	2,380,478	10,284,553	259,833
Cash and cash equivalents, at end of the year	\$ 6,910,474	\$ 2,898,637	\$ 12,728,158	\$ 2,035,055
Alberta Education Funded Student Enrolment*	2,958	4,118	4,804	308

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2020

	(in dollars)			
	Valhalla School Foundation	Westmount Charter School Society	The Westwind School Division	The Wetaskiwin School Division
REVENUES				
Government of Alberta	\$ 1,324,265	\$ 14,339,358	\$ 50,551,135	\$ 46,606,690
Federal Government and other government grants	72,893	-	2,479,328	5,654,029
Property taxes	-	-	-	-
Fees	8,025	1,035,887	495,974	273,916
Sales of services and products	-	-	730,597	555,406
Investment income	39	7,564	86,468	48,258
Donations and other contributions	3,880	68,878	907,991	280,973
Other revenue	26,005	27,050	46,445	214,442
Total revenues	\$ 1,435,107	\$ 15,478,737	\$ 55,297,938	\$ 53,633,714
EXPENSES				
Instruction - ECS	\$ 59,658	\$ 307,103	\$ 3,409,101	\$ 4,394,546
Instruction - Grades 1 - 12	683,918	12,025,619	39,963,257	37,204,047
Plant Operations and Maintenance	259,363	1,587,784	7,392,956	8,432,894
Transportation	267,956	825,521	1,964,058	2,271,033
Board and system administration	148,998	747,640	2,042,535	2,519,243
External Services	-	106,255	153,666	-
Total expenses	\$ 1,419,893	\$ 15,599,922	\$ 54,925,573	\$ 54,821,763
Annual operating surplus (deficit)	\$ 15,214	\$ (121,185)	\$ 372,365	\$ (1,188,049)
Endowment contributions and reinvested income	-	-	-	-
Annual surplus (deficit)	\$ 15,214	\$ (121,185)	\$ 372,365	\$ (1,188,049)
Accumulated operating surplus (deficit) at beginning of year	132,067	1,701,341	9,349,217	6,258,275
Accumulated operating surplus (deficit) at end of year	\$ 147,281	\$ 1,580,156	\$ 9,721,582	\$ 5,070,226
Changes in Financial Position:				
Total cash flows from operating transactions	\$ 87,251	\$ 2,063,435	\$ 2,539,698	\$ 970,857
Total cash flows from capital transactions	(6,927)	(442,832)	(1,580,268)	(2,076,182)
Total cash flows from investing transactions	-	-	1,118,725	-
Total cash flows from financing transactions	5,506	-	1,058,651	1,491,411
Increase (decrease) in cash and cash equivalents	\$ 85,830	\$ 1,620,603	\$ 3,136,806	\$ 386,086
Cash and cash equivalents, at beginning of the year	81,737	1,720,199	(2,114,441)	3,071,024
Cash and cash equivalents, at end of the year	\$ 167,567	\$ 3,340,802	\$ 1,022,365	\$ 3,457,110
Alberta Education Funded Student Enrolment*	85	1,267	4,044	3,206

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2020

	(in dollars)	
	The Wild Rose School Division	The Wolf Creek School Division
REVENUES		
Government of Alberta	\$ 53,146,814	\$ 81,530,073
Federal Government and other government grants	332,416	2,356,353
Property taxes	-	-
Fees	529,991	917,580
Sales of services and products	560,435	1,173,275
Investment income	209,050	90,220
Donations and other contributions	603,774	854,377
Other revenue	1,135,325	15,349
Total revenues	\$ 56,517,805	\$ 86,937,227
EXPENSES		
Instruction - ECS	\$ 2,432,341	\$ 4,617,568
Instruction - Grades 1 - 12	39,382,557	63,136,894
Plant Operations and Maintenance	8,138,800	11,701,029
Transportation	4,318,032	4,714,572
Board and system administration	2,458,744	2,940,874
External Services	1,081,779	611,572
Total expenses	\$ 57,812,253	\$ 87,722,509
Annual operating surplus (deficit)	\$ (1,294,448)	\$ (785,282)
Endowment contributions and reinvested income	-	-
Annual surplus (deficit)	\$ (1,294,448)	\$ (785,282)
Accumulated operating surplus (deficit) at beginning of year	12,237,557	14,021,479
Accumulated operating surplus (deficit) at end of year	\$ 10,943,109	\$ 13,236,197
Changes in Financial Position:		
Total cash flows from operating transactions	\$ 993,042	\$ 1,502,283
Total cash flows from capital transactions	(9,084,091)	(3,531,382)
Total cash flows from investing transactions	-	2,089,002
Total cash flows from financing transactions	9,675,573	3,304,133
Increase (decrease) in cash and cash equivalents	\$ 1,584,524	\$ 3,364,036
Cash and cash equivalents, at beginning of the year	11,473,200	5,538,579
Cash and cash equivalents, at end of the year	\$ 13,057,724	\$ 8,902,615
Alberta Education Funded Student Enrolment*	4,442	6,993

*Early Childhood Services (ECS) children are counted as ½ of full time equivalent enrolment.

Unaudited Summary of School Jurisdictions' Statements of Operations and Changes in Financial Position

For the year ended August 31, 2020

	(in dollars)		
	2020 Budget Totals	2020 Actual Totals	2019 Actual Totals (As restated)
REVENUES			
Government of Alberta	\$ 7,404,576,674	\$ 7,059,125,323	\$ 7,294,189,549
Federal Government and other government grants	99,710,984	100,617,835	100,935,531
Property taxes	166,741,616	235,114,200	239,255,107
Fees	189,005,252	124,382,076	170,799,100
Sales of services and products	110,957,509	138,471,734	152,634,776
Investment income	16,355,078	18,523,877	24,195,830
Donations and other contributions	66,152,613	60,305,770	78,130,516
Other revenue	28,399,169	38,234,333	49,414,754
Total revenues	\$ 8,081,898,895	\$ 7,774,775,148	\$ 8,109,555,163
EXPENSES			
Instruction - ECS	\$ 429,278,598	\$ 430,684,795	\$ 450,912,083
Instruction - Grades 1 - 12	5,902,060,992	5,560,180,432	5,795,280,180
Plant Operations and Maintenance	1,067,211,786	1,089,389,275	1,086,951,863
Transportation	380,637,255	315,530,735	378,735,619
Board and system administration	283,897,388	268,277,075	286,798,715
External Services	103,666,593	93,789,571	106,064,741
Total expenses	\$ 8,166,752,612	\$ 7,757,851,883	\$ 8,104,743,201
Annual operating surplus (deficit)	\$ (84,853,717)	\$ 16,923,265	\$ 4,811,962
Endowment contributions and reinvested income	(9,200)	116,894	75,676
Annual surplus (deficit)	\$ (84,862,917)	\$ 17,040,159	\$ 4,887,638
Accumulated operating surplus (deficit) at beginning of year	1,373,221,724	1,373,221,724	1,368,619,710
Accumulated operating surplus (deficit) at end of year	\$ 1,288,358,807	\$ 1,390,261,885	\$ 1,373,507,348
Changes in Financial Position:			
Total cash flows from operating transactions	\$	144,404,016	\$ 100,435,954
Total cash flows from capital transactions		(458,550,838)	(501,016,705)
Total cash flows from investing transactions		6,204,710	122,397,933
Total cash flows from financing transactions		460,795,236	333,006,748
Increase (decrease) in cash and cash equivalents	\$	152,853,124	\$ 54,823,930
Cash and cash equivalents, at beginning of the year		898,269,813	843,445,882
Cash and cash equivalents, at end of the year	\$	1,051,122,937	\$ 898,269,812

Summary of Significant Accounting Policies

School jurisdictions prepare their financial statements in accordance with Public Sector Accounting Standards (PSAS). The following are significant accounting policies followed by these entities:

- Revenues and expenses are recognized on an accrual basis.
- Revenues for the provision of goods and services are recognized in the period in which the goods are provided or the services rendered.
- Unrestricted contributions are recognized as revenues when received or receivable.
- Capital grants that give rise to an obligation to third parties as to use and control are recorded as spent deferred capital contributions (SDCC). SDCC is a component of deferred contributions in the Statements of Financial Position of the school jurisdictions and is recognized as revenue in the period in which the related amortization expense of the funded asset is recorded.
- Contributions for capital assets that will not be amortized, such as land, are recorded as revenue, unless the asset must be held for restricted purposes. If donated land must be used for restricted purposes, revenue is deferred.
- Capital asset additions are recorded at cost and amortized based on amortization policies set by school jurisdictions.
- Donated assets are recorded at fair value where fair value can be reasonably determined.
- Inventories held for resale are valued at the lower of cost and net realizable value. Cost is determined on a first-in, first-out basis or weighted average cost.
- Investments are recorded at fair value.

Disclosure of Salaries and Benefits for Superintendent Positions (Unaudited)

For the year ended August 31, 2020

(in dollars)				
School Jurisdiction	Remuneration	Benefits & Allowances	Other	Total
Aspen View Public School Division	176,833	31,113	-	207,946
Battle River School Division	210,000	44,897	-	254,897
Black Gold School Division	203,000	44,926	7,235	255,161
Buffalo Trail School Division	226,311	58,509	-	284,820
Calgary Roman Catholic Separate School Division	261,166	62,611	-	323,777
Calgary School Division	261,023	47,898	65,445	374,366
Canadian Rockies School Division	242,318	40,788	48,597	331,703
Chinook's Edge School Division	216,824	63,453	-	280,277
Christ the Redeemer Catholic Separate School Division	218,303	78,442	-	296,745
Clearview School Division	220,336	32,802	7,254	260,392
East Central Alberta Catholic Separate Schools Division	214,452	59,301	-	273,753
East Central Francophone Education Region	185,377	25,500	-	210,877
Edmonton Catholic Separate School Division	274,857	34,970	-	309,827
Edmonton School Division	288,764	91,604	114,268	494,636
Elk Island Catholic Separate School Division	203,000	30,527	-	233,527
Elk Island Public School Division	241,957	45,628	4,167	291,752
Evergreen Catholic Separate School Division	188,000	40,609	29,089	257,698
Foothills School Division	203,000	43,683	-	246,683
Fort McMurray School Division	260,554	55,671	-	316,225
Fort McMurray Roman Catholic Separate School Division	216,480	39,757	-	256,237
Fort Vermilion School Division	208,163	51,425	-	259,588
Golden Hills School Division	229,796	51,869	-	281,665
Grande Prairie Roman Catholic Separate School Division	207,525	49,224	-	256,749
Grande Prairie School District No. 2357	218,556	45,182	9,519	273,257
Grande Yellowhead School Division	222,625	97,091	-	319,716
Grasslands School Division	182,180	13,070	-	195,250
Greater North Central Francophone Education Region	196,947	34,070	18,375	249,392
Greater St. Albert Roman Catholic Separate School Division	223,585	59,983	-	283,568
High Prairie School Division	217,544	16,797	7,349	241,690
Holy Family Catholic Separate School Division	194,426	46,758	12,406	253,590
Holy Spirit Roman Catholic Separate School Division	234,664	33,757	-	268,421
Horizon School Division	191,025	37,501	-	228,526
Lakeland Roman Catholic Separate School Division	205,128	14,330	31,400	250,858
Lethbridge School Division	215,859	42,029	-	257,888
Living Waters Catholic Separate School Division	176,800	43,866	-	220,666
Livingstone Range School Division	190,102	33,152	-	223,254
Medicine Hat Roman Catholic Separate School Division	166,792	63,827	18,650	249,269
Medicine Hat School Division	218,304	50,866	-	269,170
Northern Gateway School Division	226,142	22,474	43,912	292,528
Northern Lights School Division	222,938	44,252	-	267,190
Northland School Division	186,250	42,135	44,250	272,635
Northwest Francophone Education Region	153,272	13,114	-	166,386
Palliser School Division	225,272	57,316	-	282,588
Parkland School Division	224,509	53,513	3,000	281,022
Peace River School Division	174,000	62,234	27,061	263,295
Peace Wapiti School Division	192,903	43,343	-	236,246
Pembina Hills School Division	190,524	20,595	-	211,119
Prairie Land School Division	174,000	45,532	-	219,532
Prairie Rose School Division	195,099	52,123	-	247,222
Red Deer Catholic Separate School Division	221,650	54,110	-	275,760
Red Deer School Division	254,863	24,981	-	279,844
Rocky View School Division	233,310	35,210	-	268,520
St. Albert School Division	230,132	39,688	-	269,820
St. Paul School Division	202,000	39,146	-	241,146
St. Thomas Aquinas Roman Catholic Separate School Division	189,386	26,397	-	215,783
Sturgeon School Division	208,153	14,554	-	222,708
The Southern Francophone Education Region	183,369	21,462	-	204,831

Disclosure of Salaries and Benefits for Superintendent Positions (Unaudited)

For the year ended August 31, 2020

(in dollars)				
School Jurisdiction	Remuneration	Benefits & Allowances	Other	Total
Westwind School Division	186,000	44,461	-	230,461
Wetaskiwin School Division	173,308	39,715	22,912	235,935
Wild Rose School Division	204,000	44,053	-	248,053
Wolf Creek School Division	214,139	41,555	-	255,694

Footnotes:

1. This information is taken from the notes to the Audited Financial Statements submitted to Alberta Education by the School Jurisdictions.
2. Remuneration includes regular base salaries, administrative allowances, overtime, lump-sum payments, honoraria, deferred salary leave, accruals and any other direct cash remuneration.
3. Benefits include the employer's share of all employee benefits and contributions or payments made on behalf of employees.
This includes retirement pension (including Alberta Teacher Retirement Fund contributions made by Alberta Education on behalf of the school jurisdictions), supplementary pensions plans, Canada Pension Plan (CPP), Employment Insurance (EI), health care, dental coverage, vision coverage, out-of-country, medical benefits, group life insurance, accidental disability and dismemberment insurance and disability plans.
4. Allowances include all monies paid to an employee as negotiated allowances. This category includes car or travel allowance, isolation allowances, relocation expenses, sabbaticals, special leave with pay, financial and retirement planning services, and club memberships.
5. Other includes payments made for such things as performance bonuses, accrued vacations and termination benefits (severance pay, retiring allowances, sick leave, vacation payouts, or other settlement costs due to loss of employment).

Alberta Teachers' Retirement Fund Board

Teachers' Pension Plan and Private School Teachers' Pension Plan

Financial Statements

August 31, 2020

Management's Responsibility for Financial Reporting

Independent Auditor's Report

Actuaries' Opinion

Statement of Financial Position

Statement of Changes in Net Assets Available for Benefits

Statement of Changes in Pension Obligations

Notes to the Financial Statements



2020 *FINANCIAL STATEMENTS*



**TEACHERS' PENSION PLAN AND PRIVATE SCHOOL TEACHERS'
PENSION PLAN FINANCIAL STATEMENTS AUGUST 31, 2020**

MANAGEMENT RESPONSIBILITY

The financial statements of the Alberta Teachers' Retirement Fund Board and all information in the Annual Report are the responsibility of management, and have been approved by the board. The financial statements have been prepared in accordance with Canadian accounting standards for pension plans. Where necessary, management has made informed judgments and estimates of the outcome of events and transactions, with due consideration to materiality.

Financial and operating data elsewhere in the Annual Report is consistent with the information contained in the financial statements.

For the integrity of financial information included in this Annual Report, management relies on the organization's system of internal controls and supporting procedures. This system has been established to ensure within reasonable limits that assets are safeguarded, transactions are properly executed in accordance with management's authorization, and that the accounting records provide a solid foundation from which to prepare the financial statements. Controls include high-quality standards for hiring and training employees, an organizational structure that provides a well-defined division of responsibilities and accountability for performance, and the communication of policies and guidelines throughout the organization.

Ultimate responsibility for the financial statements rests with the board, which is assisted in its responsibilities by the staff and the Audit and Finance Committee. The Alberta Teachers' Retirement Fund Board's external auditor, the Auditor General, has conducted an independent examination of the financial statements in accordance with Canadian generally accepted auditing standards, performing such tests and other procedures as he considers necessary to express the opinion in his report. The Audit and Finance Committee of the board reviews the Auditor's Report and the financial statements, and recommends them for approval by the board. The Auditor General has full, unrestricted access to discuss the audit and related findings regarding the integrity of financial reporting, and the adequacy of internal control systems.

[Original signed by Rod Matheson]

ROD MATHESON
Chief Executive Officer

[Original signed by Myles Norton]

MYLES NORTON
Vice President, Finance



Independent Auditor's Report

To the Alberta Teachers' Retirement Fund Board

Report on the Financial Statements

Opinion

I have audited the financial statements of Alberta Teachers' Retirement Fund Board (the Fund), which comprise the statement of financial position as at August 31, 2020, and the statements of changes in net assets available for benefits and changes in pension obligations for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In my opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Fund as at August 31, 2020, and the changes in net assets available for benefits and changes in its pension obligations for the year then ended in accordance with Canadian accounting standards for pension plans.

Basis for opinion

I conducted my audit in accordance with Canadian generally accepted auditing standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of my report. I am independent of the Fund in accordance with the ethical requirements that are relevant to my audit of the financial statements in Canada, and I have fulfilled my other ethical responsibilities in accordance with these requirements. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Other information

Management is responsible for the other information. The other information comprises the information included in the *ATRF 2020 Annual Report*, but does not include the financial statements and my auditor's report thereon. The *ATRF 2020 Annual Report* is expected to be made available to me after the date of this auditor's report.

My opinion on the financial statements does not cover the other information and I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial statements, my responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or my knowledge obtained in the audit, or otherwise appears to be materially misstated.

If, based on the work I will perform on this other information, I conclude that there is a material misstatement of this other information, I am required to communicate the matter to those charged with governance.

Responsibilities of management and those charged with governance for the financial statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian accounting standards for pension plans, and for such internal control as management determines is necessary to enable the preparation of the financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Fund's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless an intention exists to liquidate or to cease operations, or there is no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Fund's financial reporting process.

Auditor's responsibilities for the audit of the financial statements

My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, I exercise professional judgment and maintain professional skepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Fund's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Fund's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the Fund to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

[Original signed by W. Doug Wylie FCPA, FCMA, ICD.D]
Auditor General

November 17, 2020
Edmonton, Alberta



ACTUARIES' OPINION

Aon has been engaged by the Alberta Teachers' Retirement Fund Board ("ATRF") to prepare actuarial valuations for the Teachers' Pension Plan and the Private School Teachers' Pension Plan (the "Plans") as at August 31, 2020. The purpose of these valuations is to determine the necessary actuarial information for financial statement reporting for the Plans in accordance with Section 4600 of the CPA Canada Handbook ("Section 4600").

Our valuations have been prepared based on:

- membership data provided by ATRF as at the most recent reported date by the respective employers, projected to August 31, 2020 and adjusted to reflect anticipated new hires as at September 1, 2020;
- asset data provided by ATRF as at August 31, 2020;
- assumptions that we understand have been adopted as ATRF management's best estimates; and
- actuarial cost methods and asset valuation methods that are in accordance Section 4600.

Based on the work we have performed, including conducting reasonability tests on the membership and asset data, we have concluded that, in our opinion:

- the data is sufficient and reliable for the purpose of the valuations;
- the assumptions adopted as best estimate by ATRF's management are appropriate for the purpose of the valuations;
- the actuarial cost methods and the asset valuation methods employed are appropriate for the purpose of the valuations; and
- the valuations conform with the requirements of Section 4600.

While the actuarial assumptions used to estimate the Plans' liabilities represent ATRF management's best estimate of future events and market conditions at August 31, 2020, the Plans' future experience will differ from the actuarial assumptions. Emerging experience differing from the assumptions will result in gains or losses that will be revealed in future valuations and will affect the financial position of the Plans.

Our opinions have been given, and our valuations have been performed, in accordance with accepted actuarial practice in Canada.

[Original signed by Brenda Prysko]

BRENDA PRYSKO
Fellow, Canadian Institute of Actuaries
Fellow, Society of Actuaries

[Original signed by Nathan Conway]

NATHAN CONWAY
Fellow, Canadian Institute of Actuaries
Fellow, Society of Actuaries

November 18, 2020

Statement of Financial Position

<i>As at August 31 (\$ Thousands)</i>	2020	2019
ASSETS		
Investments (Note 3)	\$ 20,041,210	\$ 18,720,338
Contributions receivable	17,319	25,954
Other assets	14,205	7,609
	20,072,734	18,753,901
LIABILITIES		
Investment-related liabilities (Note 3)	729,949	576,170
Accounts payable and accrued liabilities (Note 4)	41,362	41,709
Other liabilities	3,191	-
	774,502	617,879
NET ASSETS AVAILABLE FOR BENEFITS (Note 5)	19,298,232	18,136,022
ACCRUED PENSION OBLIGATIONS (Note 5)	16,216,064	14,687,924
ACCOUNTING SURPLUS (Note 5)	\$ 3,082,168	\$ 3,448,098

The accompanying notes are part of these financial statements.

Approved by the Board

[Original signed by Sandra Johnston]

Sandra Johnston
Chair

[Original signed by Paul Haggis]

Paul Haggis
Chair, Audit & Finance Committee

Statement of Changes in Net Assets

Available for Benefits

<i>For the Year Ended August 31 (\$ Thousands)</i>	2020	2019
Net assets available for benefits, beginning of year	\$ 18,136,022	\$ 16,551,518
Investment operations		
Change in fair value of investments (Note 6)	763,293	957,474
Investment income (Note 6)	383,362	513,286
Investment expenses (Note 7)	(146,572)	(163,252)
Net investment operations	1,000,083	1,307,508
Member service operations		
Contributions (Note 8)		
Teachers	422,379	426,027
The Province	397,937	400,161
Private School Boards	2,755	2,673
Transfers from other plans	5,753	15,147
	828,824	844,008
Benefits paid (Note 9)	(658,238)	(558,448)
Member service expenses (Note 7)	(8,459)	(8,564)
Net member service operations	162,127	276,996
Increase in net assets available for benefits	1,162,210	1,584,504
Net assets available for benefits, end of year	\$ 19,298,232	\$ 18,136,022

Statement of Changes in Pension Obligations

<i>For the Year Ended August 31 (\$ Thousands)</i>	2020	2019
Accrued pension obligations, beginning of year	\$ 14,687,924	\$ 13,854,246
Increase (decrease) in accrued pension obligations		
Interest on accrued benefits (Note 5)	950,374	899,815
Benefits accrued (Note 5)	524,689	536,584
Experience gains (Note 5)	(108,249)	(73,994)
Changes in actuarial assumptions (Note 5)	819,564	29,721
Benefits paid (Notes 5 and 9)	(658,238)	(558,448)
	1,528,140	833,678
Accrued pension obligations, end of year (Note 5)	\$ 16,216,064	\$ 14,687,924

The accompanying notes are part of these financial statements.

NOTES TO THE FINANCIAL STATEMENTS

NOTE 1 DESCRIPTION OF PLANS

The following description of the Teachers' Pension Plan and the Private School Teachers' Pension Plan (the "Plans") is a summary only.

a) General

The Alberta Teachers' Retirement Fund Board ("ATRF"), established in 1939, a corporation under the authority of the *Teachers' Pension Plans Act*, Chapter T-1, RSA 2000, is the trustee and administrator of the Plans. The Plans are contributory defined benefit pension plans for the teachers of Alberta.

b) Obligations relating to the period before September 1992

The Teachers' Pension Plan's assets and obligations related to pensionable service after August 31, 1992 (the "post-1992 period") have been accounted for separately from the assets and obligations related to pensionable service prior to September 1, 1992 (the "pre-1992 period") and, accordingly, these financial statements and notes include only post-1992 period transactions of the Teachers' Pension Plan and transactions of the Private School Teachers' Pension Plan.

Effective September 1, 2009, the Province of Alberta (the "Province") assumed full responsibility for obligations related to the Teachers' Pension Plan pre-1992 period pensionable service and provides the required amounts to ATRF to pay the obligations on a monthly basis (Note 9).

c) Contributions

The determination of the value of the benefits and the required contributions for the Plans is made on the basis of periodic actuarial valuations.

All teachers under contract with school jurisdictions and charter schools in Alberta are required to contribute to the Teachers' Pension Plan. Current service costs and related deficiencies are funded by equal contributions from the Province and the teachers. A component of the pre-1992 contributions includes a cost-of-living adjustment, equating to 60% of the increase to the Alberta Consumer Price Index ("ACPI"). Post-1992, the cost-of-living adjustment is calculated at 70% of the increase in the ACPI. This additional 10% is fully funded by the teachers.

NOTE 1 DESCRIPTION OF PLANS (CONTINUED)

Certain other designated organizations in Alberta also participate in the Teachers' Pension Plan under the same funding arrangements, except these organizations make the employer contributions rather than the Province.

Certain private schools participate in the Private School Teachers' Pension Plan. The structure for plan costs and related deficiencies are funded in equal contributions from the employers and the teachers. Similar to the Teachers' Pension Plan above, the additional 10% cost-of-living adjustment for service earned after 1992 is funded entirely by the teachers.

The contribution rates for fiscal years ending August 31 are as follows:

	Teachers' Pension Plan		Private School Teachers' Pension Plan	
	2020	2019	2020	2019
Up to YMPE ¹	10.17%	10.17%	8.76%	8.76%
Above YMPE	14.52%	14.52%	12.52%	12.52%
Total Teachers' Contribution	11.92%	11.92%	10.27%	10.27%
Total Government/ Employer Contribution	11.29%	11.29%	9.73%	9.73%

¹ YMPE: Yearly Maximum Pensionable Earnings used by the Canada Pension Plan (2020: \$58,700; 2019: \$57,400)

d) Retirement pensions

Retirement pensions are based on the number of years of pensionable service and the average salary of the highest five consecutive years. Pensions are payable to teachers who retire after completion of at least five years of pensionable service, with certain restrictions, and who have attained age 65. Unreduced pensions are also payable to teachers who have reached at least age 55 and the sum of their age and service equals at least 85. With certain restrictions, reduced pensions are payable to teachers who retire at or after age 55 with a minimum of five years of pensionable service.

NOTE 1 DESCRIPTION OF PLANS (CONTINUED)

e) Disability benefits

Teachers who are disabled after August 31, 1992 are credited with pensionable service while disabled. Teachers do not contribute to the Plans while disabled.

f) Termination benefits

Refunds or commuted value transfers are available when a teacher ceases employment, subject to certain restrictions. Inactive members with a minimum of five years of pensionable service, subject to certain restrictions, have the option to defer their entitlement in the Plans and receive a pension when they retire.

g) Death benefits

Death benefits are available upon the death of a teacher and may be available upon the death of a pensioner, depending on the pension option selected by the pensioner at the time of retirement. The benefit may take the form of a lump sum payment or a survivor pension.

h) Other provisions

i) SERVICE PURCHASES

Purchase of past service, such as substitute teaching service, employer-approved leaves, and reinstatement of refunded service is allowed on a basis that is cost neutral to the Plans.

ii) RECIPROCAL TRANSFER AGREEMENTS

The Plans have Reciprocal Transfer Agreements with all other provincial teachers' pension plans, the Alberta public sector pension plans, and the Government of Canada Public Service Pension Plan. These agreements authorize the transfer of pensionable service in accordance with the terms of the reciprocal transfer agreement between the participating organizations.

i) Cost-of-living adjustments ("COLA")

Deferred pensions and pensions payable are increased each year by an amount equal to 60% of the increase in the ACPI. For the portion of pension earned after 1992, COLA is calculated at 70% of the increase in the ACPI.

j) Income tax

The Plans are registered pension plans as defined in the *Income Tax Act* (registration number 0359125) and are not subject to income taxes in Canada. The Plans may be subject to taxes in other jurisdictions where full tax exemptions are not available.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**a) Basis of presentation**

The statements present the aggregate financial position of the Plans. These financial statements are prepared in accordance with Canadian accounting standards for pension plans. Section 4600 -Pension Plans, of the CPA Canada Handbook, prescribes accounting policies specific to investments and pension obligations. For accounting policies which do not relate to either investments or pension obligations, International Financial Reporting Standards (“IFRS”) are applied. To the extent that IFRS are inconsistent with Section 4600, Section 4600 takes precedence.

All of the entities that ATRF has an ownership interest in, regardless of whether ATRF can control or exercise significant influence, are considered to be investment assets and are presented on a non-consolidated basis.

b) Application of new IFRS accounting standards

Effective September 1, 2019, ATRF adopted IFRS 16 Leases using the cumulative catch-up approach and has not restated prior periods. The impact is not material to the overall financial statements. The asset value of the right-of-use asset for office premises, previously treated as operating leases is included in “Other assets” and the related lease liability is included in “Other liabilities”.

c) Investments

Investments, investment-related receivables and investment-related liabilities are recognized on a trade date basis and are stated at fair value.

i) VALUATION OF INVESTMENTSFair value

Fair value is the price at which an investment asset would be sold or investment liability transferred through an orderly transaction between market participants at the measurement date under current market conditions.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Fair values are determined as follows:

CATEGORY	BASIS OF VALUATION
Money-market securities	Cost plus accrued interest approximates fair value due to the short-term nature of these securities.
Bonds and debentures	Closing quoted market price. Where quoted prices are not available, estimated values are calculated using discounted cash flows based on current market yields for comparable securities.
Public equity	Closing quoted market price. Where a market price is not available, market value is determined using appropriate valuation methods.
Private equity/ Infrastructure	Private equity/Infrastructure investments are held through limited partnerships, investment funds and/or other appropriate legal structures alongside our investment managers. Fair value is determined based on carrying values and other relevant information reported by the investment managers using accepted valuation methods and adjusted for any transactions during the interim period up to the reporting date of these financial statements.
Absolute return	Absolute return funds are recorded at fair value, as reported by the investment managers.
Real estate	Real estate investments are held directly, through limited partnerships, investment funds and/or other appropriate legal structures alongside our investment managers. Fair value for direct investments is determined using independent appraisals, which are independently appraised every year. Investments held through fund investments are valued using carrying values reported by the investment managers using similar accepted industry valuation methods.
Bond repurchase agreement	Bonds sold under repurchase agreement are recorded at cost plus accrued interest, which approximates fair value.
Derivatives	Market prices are used for exchange-traded derivatives. Where quoted market prices are not readily available, in the case of over-the-counter ("OTC") derivatives, appropriate valuation techniques are used to determine fair value.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Fair value hierarchy

All financial instruments measured at fair value are categorized into one of the following three hierarchy levels. Each level reflects the availability of observable inputs which are used to determine fair values, based on financial information significant to the valuation measurement:

Level 1 – Fair value is based on unadjusted quoted prices in active markets for identical assets or liabilities;

Level 2 – Fair value is based on market data other than quoted prices included in Level 1 that are observable either directly or indirectly;

Level 3 – Fair value is based on inputs other than observable market data.

ii) INCOME RECOGNITION

Income is recognized as follows:

CATEGORY	BASIS OF RECOGNITION
Interest income	Accrual basis
Dividend income	Accrual basis on the ex-dividend date
Income from real estate, private equity, and infrastructure	Income includes distributions recognized as interest income, dividend income or other income, as appropriate
Realized gains and losses on investments	Difference between proceeds on disposal and the average cost
Unrealized gains and losses on investments	Change in the difference between estimated fair value and the average cost

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

iii) EXTERNAL INVESTMENT MANAGEMENT EXPENSES

Base management expenses for external investment managers are accrued and expensed in the fiscal period.

iv) EXTERNAL INVESTMENT PERFORMANCE FEES

External investment performance fees are profit-sharing arrangements contractually earned by external investment managers for superior returns exceeding pre-determined thresholds. Fees earned by external managers in the fiscal period are expensed.

v) TRANSACTION COSTS

Transaction costs are incremental costs attributable to the acquisition and disposition of investment assets or liabilities. Transaction costs are expensed as incurred.

d) Foreign currency translation

Assets and liabilities denominated in foreign currencies are translated into Canadian dollars at the exchange rates prevailing on the year-end date. Income and expenses are translated into Canadian dollars at the exchange rates prevailing on the dates of the transactions. The realized gains and losses arising from the transactions and the unrealized gains and losses from these translations are included within the change in fair value of investments in investment earnings.

e) Contributions

Contributions from the teachers, the Province and the employers are recorded on an accrual basis. Cash received from teachers for credited service and cash transfers from other pension plans are recorded when received.

f) Benefits

Pension benefits, termination benefits and transfers to other plans are recorded in the period in which they are paid. Any benefit payment accruals not paid are reflected in accrued pension benefits.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

g) Accrued pension obligations

The value of accrued pension obligations and changes therein during the year are based on an actuarial valuation prepared by an independent firm of actuaries annually as at August 31. The valuation uses the projected benefit method, pro-rated on service, and includes management's best estimate of various future events, as at the valuation date (Note 5).

h) Capital assets

Capital assets are recorded at cost and amortized over their estimated useful lives. Costs net of accumulated amortization are included with 'Other assets' on the Statement of Financial Position.

i) Use of estimates

The preparation of financial statements, in conformity with Canadian accounting standards for pension plans, requires management to make estimates and assumptions that affect the amounts reported in the financial statements.

Measurement uncertainty exists in the calculation of the Plans' actuarial value of accrued benefits. Uncertainty arises because the Plans' actual experience may differ significantly from assumptions used in the calculation of the Plans' accrued benefits.

Significant estimates and assumptions are made in measuring the Plans' private investments, which include considerations such as impacts of COVID-19. The values may differ significantly from the values that would have been used had a ready market existed for these investments.

j) Salaries and benefits

Details of executives' compensation included in "salaries and benefits" (Note 7) are presented in the Compensation Discussion and Analysis section of the Annual Report.

ATRF participates in the Local Authorities Pension Plan, a defined benefit public sector pension plan, which meets the accounting requirements for treatment as a defined contribution plan. The employer contributions are recorded as an expense under salaries and benefits (Note 7).

**NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES
(CONTINUED)**

ATRF provides a Supplementary Employee Pension Plan (SEPP) to executives and managers whose earnings exceed the pension benefit limit under the *Income Tax Act* regulations. Benefits are paid to these members as the benefits come due. No assets are earmarked, set aside or placed into trust by ATRF for SEPP benefit payments. The pension benefit is recorded as an expense under salaries and benefits (Note 7) and as a liability (Note 4).

k) Accounting surplus

For financial statement reporting purposes, the Plans' surplus or deficiency is based on the difference between the fair value of the Plans' net assets available for benefits and the accrued pension obligation.

NOTE 3 INVESTMENTS

The following schedule summarizes the fair value of the Plans' investments before allocating the market exposure related to derivative financial instruments. Investment assets and liabilities are presented within the fair value hierarchy as defined in note 2c.

(\$ Thousands)		Fair Value			2020	2019
	Level 1	Level 2	Level 3	Total	Total	
Fixed Income						
Cash	\$ 128,515	\$ -	\$ -	\$ 128,515	\$ 170,682	
Money-market securities	-	593,839	-	593,839	629,275	
Bonds and debentures	-	3,953,153	114,051	4,067,204	3,901,059	
	128,515	4,546,992	114,051	4,789,558	4,701,016	
Equity						
Public	6,805,000	-	-	6,805,000	6,357,756	
Private	-	-	2,099,945	2,099,945	1,883,361	
	6,805,000	-	2,099,945	8,904,945	8,241,117	
Absolute return						
	-	-	1,873,240	1,873,240	1,671,685	
Real estate						
	-	-	2,665,451	2,665,451	2,737,477	
Infrastructure						
	-	-	1,544,835	1,544,835	1,259,482	
	-	-	4,210,286	4,210,286	3,996,959	
Investment-related assets						
Accrued income	11,589	-	-	11,589	12,709	
Due from brokers	58,809	-	-	58,809	34,677	
Unrealized gains and amounts receivable on derivative contracts	34,767	158,016	-	192,783	62,175	
	105,165	158,016	-	263,181	109,561	
INVESTMENT ASSETS	7,038,680	4,705,008	8,297,522	20,041,210	18,720,338	
Investment-related liabilities						
Due to brokers	50,175	-	-	50,175	35,058	
Bond repurchase agreements	-	644,512	-	644,512	518,891	
Unrealized losses and amounts payable on derivative contracts	15,592	19,670	-	35,262	22,221	
INVESTMENT LIABILITIES	65,767	664,182	-	729,949	576,170	
NET INVESTMENTS						
	\$ 6,972,913	\$ 4,040,826	\$ 8,297,522	\$ 19,311,261	\$ 18,144,168	

NOTE 3 INVESTMENTS (CONTINUED)

The following table represents a reconciliation of financial instruments included in Level 3 of the fair value hierarchy for the year ended August 31, 2020:

<i>(\$ Thousands)</i>	Fair Value, August 31, 2019	Purchases	Sales	Realized Gain	Unrealized Gain	Fair Value, August 31, 2020
Bonds and debentures	\$ 124,059	\$ -	\$ (10,080)	\$ -	\$ 72	\$ 114,051
Private equity	1,883,361	343,361	(256,087)	115,483	13,827	2,099,945
Absolute return	1,671,685	228,727	(70,878)	4,197	39,509	1,873,240
Real estate	2,737,477	158,414	(298,771)	63,903	4,428	2,665,451
Infrastructure	1,259,482	331,221	(132,553)	27,891	58,794	1,544,835
	<u>\$7,676,064</u>	<u>\$1,061,723</u>	<u>\$ (768,369)</u>	<u>\$211,474</u>	<u>\$116,630</u>	<u>\$8,297,522</u>

NOTE 4 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

<i>(\$ Thousands)</i>	2020	2019
Tax withholdings	\$ 13,271	\$ 12,733
Accounts payable	11,905	11,757
Incentive plans payable	6,268	5,837
Supplementary Employee Pension Plan	6,056	5,528
Long-Term Incentive Plan	1,523	4,149
Other	2,339	1,705
	<u>\$ 41,362</u>	<u>\$ 41,709</u>

NOTE 5 ACCRUED PENSION OBLIGATIONS

Pension obligations represent the value of accrued pension benefits payable in the future to members and are based on an actuarial valuation prepared annually by an independent firm of actuaries. For accounting purposes, actuarial valuations of the Plans were performed as at August 31, 2020. Valuations for the Plans were also prepared as at August 31, 2019. The present value of the accrued pension obligations of \$16,216 million (2019: \$14,688 million) was determined using the projected accrued benefit actuarial cost method prorated on service.

a) Best-estimate valuations and assumptions

The assumptions used in the valuations are based on past experience, as analyzed by the Plans' actuary, and management's best estimate of future events and involve rates of demographic change, such as rates of mortality, termination of membership and retirement, as well as economic parameters, such as rates of inflation, discount rates and salary escalation rates.

The discount rate is equivalent to the long-term expected rate of return on invested assets.

The major long-term economic assumptions used in the best-estimate valuations are:

	2020	2019
Rate of return on invested assets (discount rate)	6.35%	6.50%
Rate of inflation	2.00%	2.00%
Real wage increases	0.75%	1.00%

NOTE 5 ACCRUED PENSION OBLIGATIONS (CONTINUED)**b) Sensitivity of changes in major assumptions on best-estimate valuations**

For illustrative purposes, the table below shows the impact of changes in major assumptions, holding all other assumptions constant:

	Teachers' Pension Plan		Private School Teachers' Pension Plan	
	0.5% decrease in rate of return on invested assets	0.5% increase in rate of inflation	0.5% decrease in rate of return on invested assets	0.5% increase in rate of inflation
Increase in current service costs (% of total teacher salaries)	2.0%	1.5%	2.1%	1.6%
Increase in accrued pension obligations	\$1,351 million	\$973 million	\$7 million	\$5 million

For accounting purposes, and using best-estimate financial statement valuation assumptions, as at August 31, 2020, the current service cost (excluding 0.2% for administrative expenses) as a percent of total teacher salaries for the Teachers' Pension Plan is 15.7% and for the Private School Teachers' Pension Plan is 16.1%. The financial statement valuation's current service cost may differ from the current service cost calculated using the funding valuation assumptions for funding purposes.

NOTE 5 ACCRUED PENSION OBLIGATIONS (CONTINUED)**c) Results based on valuations**

For accounting purposes, the excess of net assets available for benefits against pension obligations results in the Plans being in an accounting surplus of \$3,059 million for the post-1992 period of the Teachers' Pension Plan and an accounting surplus of \$23 million for the Private School Teachers' Pension Plan as at August 31, 2020.

(\$ Thousands)	2020			2019		
	Teachers' Pension Plan	Private Teachers' Plan	Total	Teachers' Pension Plan	Private Teachers' Plan	Total
Net assets at beginning of year	\$18,045,104	\$ 90,918	\$ 18,136,022	\$ 16,469,636	\$ 81,882	\$ 16,551,518
Contributions	823,347	5,477	828,824	838,640	5,368	844,008
Benefits	(655,135)	(3,103)	(658,238)	(555,689)	(2,759)	(558,448)
Investment earnings	1,140,907	5,748	1,146,655	1,463,483	7,277	1,470,760
Investment and member service expenses	(154,254)	(777)	(155,031)	(170,966)	(850)	(171,816)
Net assets at end of year	19,199,969	98,263	19,298,232	18,045,104	90,918	18,136,022
Accrued pension obligations at beginning of year	14,619,963	67,961	14,687,924	13,791,099	63,147	13,854,246
Interest on accrued benefits	945,921	4,453	950,374	895,669	4,146	899,815
Benefits accrued	520,480	4,209	524,689	532,540	4,044	536,584
Experience gains	(106,691)	(1,558)	(108,249)	(73,221)	(773)	(73,994)
Changes in actuarial assumptions	816,399	3,165	819,564	29,565	156	29,721
Benefits paid	(655,135)	(3,103)	(658,238)	(555,689)	(2,759)	(558,448)
Actuarial value of accrued pension obligations	16,140,937	75,127	16,216,064	14,619,963	67,961	14,687,924
Accounting surplus	\$ 3,059,032	\$ 23,136	\$ 3,082,168	\$ 3,425,141	\$ 22,957	\$ 3,448,098

The change in pension obligations is comprised of five components:

i) INTEREST ON ACCRUED BENEFITS

Pension obligations increase with interest as the present value of the valuation is evaluated one year later. The interest on accrued benefits is calculated using the rate of return on invested assets.

NOTE 5 ACCRUED PENSION OBLIGATIONS (CONTINUED)**ii) BENEFITS ACCRUED**

Pension obligations increase with new service credited and additional benefits accumulated by plan members during the fiscal year.

iii) EXPERIENCE GAINS

Experience gains of \$108.249 million (2019: Experience gains of \$73.994 million) on accrued benefits are the result of actual experience from one valuation to the next being different than implied by the assumptions from the previous valuation. As the experience is more favorable than anticipated in the assumptions, this results in an experience gain. Experience gains decrease the pension obligations. The following table provides details on the net gains on accrued benefits.

<i>(\$ Thousands)</i>	TPP	PSTPP	Total
Short-term salary increase	\$ (218,210)	\$ (1,219)	\$ (219,429)
COLA	(16,381)	(69)	(16,450)
Demographic	105,234	(346)	104,888
Other plan experience	22,666	76	22,742
Experience gains	\$ (106,691)	\$ (1,558)	\$ (108,249)

iv) CHANGES IN ACTUARIAL ASSUMPTIONS

Pension obligations can increase or decrease if there are changes in actuarial assumptions used to evaluate the present value of benefits.

The assumption changes from August 31, 2019 to August 31, 2020 include changes to demographic assumptions and changes to economic assumptions. The impact of the assumption changes on the accrued benefits is shown in the following table.

<i>(\$ Thousands)</i>	TPP	PSTPP	Total
Demographic	\$ 361,721	\$ 753	\$ 362,474
Economic	454,678	2,412	457,090
Total assumption changes	\$ 816,399	\$ 3,165	\$ 819,564

NOTE 5 ACCRUED PENSION OBLIGATIONS (CONTINUED)**v) BENEFITS PAID**

The pension obligations decrease with benefits paid from the Plans during the fiscal year, as the funds are no longer required to be set aside to pay for those benefits.

d) Valuation methodologies

ATRF conducts two different actuarial valuations of the Plans. One is for accounting purposes which is included in the financial statements, as per the prescribed accounting standards, and the results are shown within this section of the Notes to the Financial Statements. The second is for funding purposes, as discussed in the funding section of the Annual Report.

The Plans' accounting surplus or deficiency, defined as capital, includes the determination of assets on a fair value basis. However, for actuarial funding valuation purposes, asset values are adjusted for fluctuations in fair values to moderate the effect of market volatility on the Plans' funded status. The funding valuation is calculated in accordance with actuarial standards on a going concern basis and is used to determine changes to contribution rates for future service in order to manage the Plans' funding status. Both types of valuations have prescribed uses and are based on the same underlying plan member data, but the funding valuation differs in smoothing market returns over a five-year period and incorporating a margin for adverse deviation in the discount rate.

In accordance with the *Teachers' Pension Plans Act*, an actuarial funding valuation is required to be performed, at a minimum, every three years. The objective is to ensure that the Plans are fully funded over the long term through the management of investments and contribution rates. Investments are based on an asset mix that is designed to enable the Plans to meet their long-term funding requirement within an acceptable level of risk, consistent with the Plans' investment and funding policies, which are approved by the Board. The actuarial deficiencies as determined by actuarial funding valuations are expected to be funded by August 31, 2027. For further information, refer to funding section of the Annual Report.

NOTE 6 INVESTMENT EARNINGS

The following is a summary of investment earnings by asset class:

(\$ Thousands)	2020			2019		
	Investment Income	Change in Fair Value ¹	Total	Investment Income	Change in Fair Value ²	Total
Fixed income						
Cash and money-market securities	\$ 11,236	\$ (72)	\$ 11,164	\$ 13,085	\$ (516)	\$ 12,569
Bonds and debentures	70,814	156,235	227,049	101,981	308,120	410,101
Equity						
Public	158,266	281,705	439,971	204,587	(215,525)	(10,938)
Private	23,234	129,310	152,544	36,716	366,371	403,087
Absolute return	57	43,706	43,763	-	87,146	87,146
Real estate	61,818	68,331	130,149	95,839	227,785	323,624
Infrastructure	57,937	86,685	144,622	61,078	199,960	261,038
Derivatives	-	(2,607)	(2,607)	-	(15,867)	(15,867)
	\$ 383,362	\$ 763,293	\$ 1,146,655	\$ 513,286	\$ 957,474	\$ 1,470,760

¹ Change in fair value includes a realized net gain of \$462,258 and an unrealized net gain of \$301,035.

² Change in fair value includes a realized net gain of \$274,287 and an unrealized net gain of \$683,187.

NOTE 7 INVESTMENT AND MEMBER SERVICE EXPENSES

(\$ Thousands)	2020			2019		
	Investment	Member Service	Total	Investment	Member Service	Total
Salaries and benefits	\$ 17,620	\$ 5,963	\$ 23,583	\$ 20,062	\$ 5,605	\$ 25,667
Professional services	3,338	664	4,002	4,126	845	4,971
Transaction costs	3,999	-	3,999	1,508	-	1,508
Premises and operations	2,111	1,041	3,152	2,209	1,064	3,273
Communications, research, and travel	2,018	427	2,445	2,034	400	2,434
Custodial and banking	1,562	38	1,600	1,988	50	2,038
Board and committees	484	326	810	712	600	1,312
Operating expenses	31,132	8,459	39,591	32,639	8,564	41,203
External investment management fees	90,666	-	90,666	90,694	-	90,694
External investment performance fees	24,774	-	24,774	39,919	-	39,919
	\$ 146,572	\$ 8,459	\$ 155,031	\$ 163,252	\$ 8,564	\$ 171,816

NOTE 8 CONTRIBUTIONS

(\$ Thousands)	2020	2019
Teachers		
Current service	\$ 320,022	\$ 305,829
Current service: additional COLA	17,547	16,566
Past service	4,773	6,726
Deficiency	80,037	96,906
	422,379	426,027
The Province		
Current service	319,810	305,367
Past service	2,032	2,973
Deficiency	76,095	91,821
	397,937	400,161
Private School Boards		
Current service	2,739	2,552
Deficiency	16	121
	2,755	2,673
Transfers from other plans	5,753	15,147
	\$ 828,824	\$ 844,008

NOTE 9 BENEFITS PAID

(\$ Thousands)	2020	2019
Pension benefits	\$ 518,912	\$ 471,738
Termination benefits	130,008	76,394
Transfers to other plans	9,318	10,316
	\$ 658,238	\$ 558,448

During the year \$489 million (2019: \$483 million) was received from the Province and was distributed as benefits paid relating to the pre-1992 period.

NOTE 10 RISK MANAGEMENT

The Plans are exposed to certain financial risks as a result of investment activities. These risks include market risk, credit risk and liquidity risk. ATRF manages financial risk through the Investment Policy which is approved by the Board and reviewed at least once every fiscal year. This policy contains risk limits and risk management provisions that govern investment decisions and has been designed to achieve the mandate of ATRF which is to invest assets to achieve maximum, risk-controlled, cost-effective, long-term investment returns.

a) Market risk

Market risk is the risk that the fair value or future cash flows of an investment asset or investment liability will fluctuate because of changes in market factors such as foreign exchange rates, interest rates, equity and commodity prices. ATRF mitigates market risk through diversification of investments across asset types, geography and time horizons. Market risk is comprised of the following:

i) CURRENCY RISK

Currency risk is the risk that the value of foreign investments will be affected by changes in foreign currency exchange rates for Canadian dollars. The Plans are exposed to currency risk through holdings of investment assets or liabilities in foreign currencies. The relative Canadian value or future cash flows of investments denominated in foreign currencies will change with a change in the price of Canadian dollar against other currencies.

Foreign investments in absolute return, real estate and infrastructure are hedged with the aim of minimizing foreign currency exposure. ATRF permits portfolio managers to hedge foreign currency holdings to limit the Plans' foreign currency exposure.

NOTE 10 RISK MANAGEMENT (CONTINUED)

The Plans' foreign currency exposure is as follows:

(\$ Thousands)		2020				2019			
Currency	Foreign Currency Exposure	Currency Derivatives	Net Foreign Currency Exposure	% of Total	Foreign Currency Exposure	Currency Derivatives	Net Foreign Currency Exposure	% of Total	
United States dollar	\$ 5,956,131	\$(3,470,043)	\$ 2,486,088	46%	\$ 5,656,083	\$(3,676,935)	\$ 1,979,148	42%	
Euro	1,296,616	(689,550)	607,066	11	1,142,905	(433,464)	709,441	15	
Hong Kong dollar	459,937	(57,536)	402,401	7	371,658	-	371,658	8	
British pound sterling	759,556	(430,916)	328,640	6	638,100	(304,307)	333,793	7	
Indian rupee	192,664	-	192,664	4	207,057	39	207,096	4	
Taiwan dollar	173,418	-	173,418	3	134,295	-	134,295	3	
Other	864,908	386,569	1,251,477	23	874,280	101,933	976,213	21	
	\$ 9,703,230	\$(4,261,476)	\$ 5,441,754	100%	\$ 9,024,378	\$(4,312,734)	\$ 4,711,644	100%	

The net foreign currency exposure of its underlying investments represents 28% (2019: 26%) of the Plans' total investments.

After considering the effect of currency hedges, a 5% increase/decrease in the value of the Canadian dollar against all currencies, with all other variables held constant, would result in an approximate decrease/increase in the value of net foreign investments of \$272 million as at August 31, 2020 (2019: \$236 million).

ii) INTEREST RATE RISK

Interest rate risk is the risk that the fair value or future cash flows of an investment will fluctuate as a result of changes in market interest rates. The Plans are exposed to interest rate risk through fixed-rate and floating-rate securities. There are also certain alternative investments which may have interest rate components exposing them to interest rate risk. Changes in interest rates affect fair values of fixed-rate securities and the cash flows of floating-rate securities. Increases in interest rates will generally decrease the fair value of fixed-rate securities and increase cash flow from floating-rate notes.

ATRF manages interest rate risk for investments by establishing a target asset mix that provides an appropriate mix between interest-sensitive investments and those subject to other risks. A portion of the interest-sensitive portfolio is actively managed, allowing managers to anticipate interest rate movements to mitigate or take advantage of interest rate changes.

NOTE 10 RISK MANAGEMENT (CONTINUED)Interest rate risk sensitivity

The following table presents the approximate increase/decrease in market value for the Plans' interest rate sensitive investments, assuming a parallel 1% decrease/increase in interest rates, with all other variables held constant:

(\$ Thousands)		2020			2019		
Term to Maturity	Market Value	Change in Market Value	Market Value % of Total	Market Value	Change in Market Value	Market Value % of Total	
Less than 1 year	\$ 761,443	\$ 1,758	16%	\$ 701,485	\$ 2,206	15%	
1-3 years	212,612	3,845	5	304,020	5,562	7	
3-5 years	321,129	11,673	7	328,169	11,983	7	
5-10 years	876,348	54,741	19	757,000	47,017	17	
Greater than 10 years	2,375,460	382,126	51	2,240,211	355,282	50	
Other ¹	114,051	-	2	199,449	-	4	
	\$4,661,043	\$ 454,143	100%	\$4,530,334	\$ 422,050	100%	

¹ Includes externally managed private debt investments and holdings for which term to maturity information is not available or modified duration could not be calculated.

The interest rate sensitive assets represent 24% (2019: 25%) of the Plans' total investments.

iii) EQUITY PRICE RISK

Equity price risk is the risk that the fair value of an investment will fluctuate as a result of changes in equity market prices (other than those arising from interest-rate risk or currency risk), whether those changes are caused by factors specific to the individual investment or factors affecting all securities traded in the market.

The Plans use geographic, sector and entity specific analyses, and strategies such as diversification and derivative instruments to mitigate the overall impact of price risk.

A 10% increase/decrease in the value of the overall public equity market, with all other variables held constant, would result in an approximate increase/decrease in the value of public-market exposure of \$694 million (2019: \$636 million).

NOTE 10 RISK MANAGEMENT (CONTINUED)**b) Credit risk**

Credit risk is the potential of loss should a counterparty fail to meet its contractual obligations, or a reduction in the value of assets due to deteriorated credit quality of the counterparty, guarantor or the collateral supporting the credit exposure. The Plans are exposed to credit risk through investment in fixed income investments, securities lending, and balances receivable from sponsors and counterparties.

To mitigate this risk, investment restrictions within the Plans have been set to limit the credit exposure to security issuers. Short-term investments require a rating of “R-1” or equivalent. Bonds or debentures require minimum ratings of “CCC” or equivalent in the externally managed portfolios and “BBB” for the portfolios managed internally. Unrated private debt investments are required to meet the rating criteria comparable to a “BBB” rating. Credit exposure to any single counterparty is limited to maximum amounts and minimum ratings as specified in the investment policies and guidelines.

As at August 31, 2020, fixed-income investments exposed to credit risk, by credit rating, are as follows:

(\$ Thousands)	2020		2019	
	Market Value	% of Total	Market Value	% of Total
Investment grade (AAA to BBB-)	\$ 4,526,674	97%	\$ 4,324,784	95%
Speculative grade (BB+ or lower)	11,804	0	49,663	1
Unrated	122,565	3	155,887	4
	\$ 4,661,043	100%	\$ 4,530,334	100%

As at August 31, 2020, the Plans have significant concentration of credit risk within fixed income investments with the following issuers:

(\$ Thousands)	2020		2019	
	Market Value	% of Total	Market Value	% of Total
Province of Ontario	\$ 764,522	16%	\$ 636,717	14%
Government of Canada	607,170	13	742,421	16
Province of Quebec	521,023	11	462,532	10

NOTE 10 RISK MANAGEMENT (CONTINUED)

The Plans are also exposed to risk through over-the-counter (“OTC”) derivative transactions, arising from a default or insolvency of a counterparty.

The Plans mitigate counterparty credit risk by using an internal credit-limit monitoring process, International Swaps and Derivatives Master Agreements (“ISDAs”) and/or Credit Support Annexes (“CSAs”) with our counterparties. An ISDA allows for close-out netting privileges in the event of default, while a CSA enables the Plans to realize upon any collateral placed with it in the case of default of the counterparty. As at August 31, 2020, the Plans hold \$11 million (2019: \$11 million) of collateral to mitigate its credit risk exposure for forwards. The net credit exposure for forwards is \$142 million (2019: \$38 million).

The Plans have exposure to OTC derivatives as follows:

(\$ Thousands)	2020	2019
Forwards	\$ 152,576	\$ 48,744
Options	5,440	3,603
Swaps	-	1,250
	\$ 158,016	\$ 53,597

c) Liquidity risk

Liquidity risk is the risk of the Plans being unable to generate sufficient cash in a timely and cost-effective manner to meet commitments and expenses as they become due. Consideration is given to the Plans’ financial liabilities, which include investment-related liabilities (Note 3), accrued pension obligations (Note 5), and contracts that give rise to commitments for future payments (Note 11).

The investment-related liabilities are as follows:

(\$ Thousands)	2020				2019			
	Within 1 year	1 to 5 years	Over 5 years	Total	Within 1 year	1 to 5 years	Over 5 years	Total
Due to brokers	\$ 50,175	\$ -	\$ -	\$ 50,175	\$ 35,058	\$ -	\$ -	\$ 35,058
Derivative instruments	35,262	-	-	35,262	20,871	79	1,271	22,221
Bonds repurchase agreements	644,512	-	-	644,512	518,891	-	-	518,891
	\$ 729,949	\$ -	\$ -	\$ 729,949	\$ 574,820	\$ 79	\$ 1,271	\$ 576,170

NOTE 10 RISK MANAGEMENT (CONTINUED)

Liquidity requirements of the Plans are met through income generated from investments, employee and employer contributions which substantially exceed benefits payable, and by holding publicly traded liquid assets in active markets that are easily sold and converted to cash.

The following table presents the liquid assets at the year ended August 31:

<i>(\$ Thousands)</i>	2020	2019 (Restated)
Cash	\$ 128,515	\$ 170,682
Money-market securities	593,839	629,275
Bonds and debentures	3,953,153	3,777,000
Public equities	6,805,000	6,357,756
	\$ 11,480,507	\$ 10,934,713

ATRF aims to ensure sufficient liquidity to meet the Plans' obligations while maintaining the agility for suitable investment opportunities and/or rebalancing the investment portfolios to target levels.

NOTE 11 COMMITMENTS

The Plans have committed to fund certain private investments over the next several years. These commitments are generally payable on demand based on the funding needs of the investment subject to the terms and conditions of each commitment. As at August 31, 2020, the sum of these commitments equalled \$1,672 million (2019: \$1,800 million).

NOTE 12 NET INVESTMENT RETURNS AND RELATED BENCHMARK RETURNS

Net investment returns and related benchmark returns for the Plans for the years ended August 31 are as follows:

	2020	2019
Net Investment Return	5.5%	7.8%
Benchmark Return	7.3%	6.4%

Investment return has been calculated using a time-weighted rate of return methodology in accordance with industry standard methods. Net investment return is net of investment costs and excludes plan member service costs \$8.5 million or 0.04% (2019: \$8.6 million or 0.05%).

The Plans' benchmark return is a composite benchmark produced by aggregating returns from each policy asset class benchmark, using the Plans' asset mix policy weights.

NOTE 13 RECLASSIFICATION

Certain prior year figures have been reclassified for current year's presentation.

NOTE 14 APPROVAL OF FINANCIAL STATEMENTS

These financial statements were approved by the ATRF Board on November 17, 2020.

Annual Report Extracts and Other Statutory Reports

Public Interest Disclosure (Whistleblower Protection) Act s. 32

The Public Interest Disclosure Act requires the Minister of Education to report annually on the following parts of the Act.

Public Interest Disclosure (Whistleblower Protection) Act s.32

Pursuant to subsection 32(1) of the Public Interest Disclosure Act, every chief officer must prepare a report annually on all disclosures that have been made to the designated officer of the department, public entity or office of the Legislature for which the chief officer is responsible. The report must include the following information:

- (a) the number of disclosures received by the designated officer, the number of disclosures acted on and the number of disclosures not acted on by the designated officer;
- (b) the number of investigations commenced by the designated officer as a result of disclosures;
- (c) in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to the wrongdoing or the reasons why no corrective measure was taken.

There were no disclosures of wrongdoing filed with the Public Interest Disclosure Office between April 1, 2020 and March 31, 2021, concerning the Department of Education.